Secondary Education and Educational Leadership

SEED 4360

**Instructor:** Anne Keehnen  
**Email:** AnneKeehnen@sfasu.edu  
**Office:** ECRC, room varies

**Course Time & Location:** MW 1:00-2:15 ECRC 206  
**Office Hours:** by appointment

**Credits:** 3

**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.

**Course Justification:** SEED 4360 (3 credits) meets twice a week for 75 minutes for 15 weeks. Outside of class work includes reading assignments, case study, research infographic, 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):**

**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:**

- 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:

COURSE ASSIGNMENTS:
1. Critical Analysis of Management Approaches Infographic: Students will employ a critical perspective toward the theoretical assumptions of the approach and its support of an equitable classroom environment. Highlights and thoughts will be reported in an infographic. (100 points)

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

3. Classroom Management Case Study Presentation: Students will present and analyze their case study. (100 points)

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

5. Evidence of Learning: Students will reflect on course topics and provide some evidence of learning. Students only have to complete 4 of the 6. If all 6 are completed, extra points are awarded. (4 @ 20 pts = 80; 6 @ 20 pts = 120 points)

Total = 480 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

Attendance/ Professional Dispositions At this point in each student’s professional development, the Department of Secondary Education expects pre-service candidates to demonstrate a wide range of professional dispositions, including: attendance, class participation, adherence to professional ethics, collaboration, commitment to diversity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student focus.

**Supports the PCOE core value of Integrity, responsibility, diligence, and ethical behavior.

Late Work Policy: Late work is accepted, however this is a 10% deduction per day, including weekends. (A submission to D2L will end the day count, but you are expected to submit the physical paper on the next class meeting).

Professional Growth Opportunities Extra Credit Opportunities. Just as professional educators have the opportunity for continued professional growth, students will also be given the opportunity to extend, elaborate, and apply their classroom learning to two educational experiences outside of the classroom setting. These experiences will vary with the semester depending upon community and university events.

**Supports the COE core value of Life-long Learning
### V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Content</th>
<th>Due</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Aug 23/25</td>
<td>Introductions; What is “classroom management?” Critical Perspective on Management / Relationships</td>
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<tr>
<td>2</td>
<td>Aug 30/Sept 1</td>
<td>Special Needs / Inclusive Classrooms</td>
<td>Evidence of Learning</td>
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<td>3</td>
<td>Sep 6/8</td>
<td>Chapter One Understanding the Landscape of Classroom Management</td>
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<td>4</td>
<td>Sep 13/15</td>
<td>Bullies / Parent and Community Interaction</td>
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<td>5</td>
<td>Sep 20/22</td>
<td>Chapter Two Connecting Classroom Management and the Cradle-to-Prison Pipeline</td>
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<td>6</td>
<td>Sep 27/29</td>
<td>Angry Outburst / Implicit Bias</td>
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<td>7</td>
<td>Oct 4/6</td>
<td>Chapter Three Classroom Management is about Effective Instruction</td>
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<td>8</td>
<td>Oct 11/13</td>
<td>A Bad Lesson / Growth Mindset</td>
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<td>9</td>
<td>Oct 18/20</td>
<td>Chapter Four Classroom Management is about Creating a Caring Environment</td>
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<td>10</td>
<td>Oct 25/27</td>
<td>Gossiping</td>
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<td>11</td>
<td>Nov 1/3</td>
<td>Chapter Five Classroom Management is about Restorative Discipline</td>
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<td>12</td>
<td>Nov 8/10</td>
<td>A Power Struggle</td>
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<td>13</td>
<td>Nov 15/17</td>
<td>Case Study Presentations</td>
<td>Case Study Paper</td>
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<td></td>
<td>Nov 21-25</td>
<td>-- Thanksgiving Break --</td>
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<td>14</td>
<td>Nov 29/Dec 1</td>
<td>Case Study Presentations</td>
<td></td>
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<tr>
<td>15</td>
<td>Dec 6</td>
<td>-- Final Exams Week --</td>
<td>Classroom Management Plan Due by 11:55 pm</td>
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VI. Readings:


Research-based literature supporting the course content:


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: Found at [http://www.sfasu.edu/policies/](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. **If you feel sick at all or knowingly have COVID, please stay home. I will accommodate as necessary for those who are not feeling well. It is better to err on the side of caution.**

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/](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, resubmission 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. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y

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.
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 email 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. Counseling Services:
In keeping with our philosophy of promoting positive mental health and safety, Counseling Services assists SFA students in overcoming obstacles to their personal and academic goals. We accomplish this through individual and group counseling for students and through outreach, presentations, training and consultation for the campus community.

Counseling Services respects and values diversity. We recognize the necessity and benefit of living and learning in a multifaceted society. We are devoted to honoring differences including those represented by gender, ethnicity, race, sexual orientation, gender identity, age, religious beliefs, social/economic class, outward appearance, body size/shape, disability, national origin, impairment and political ideology. We commit to upholding this value in our personal lives, as well as in our interactions with clients and other members of the SFA community.

Counseling Services welcomes undocumented students. We are here to assist you with meeting your personal needs as you adjust to college life. We understand that college life has its challenges and recognize that having an undocumented status can add to these challenges. We welcome you and are here to provide safe and confidential services. Below you will find information and resources that may be helpful.

Contact Information
3rd Floor, Rusk Building
P.O. Box 13032, SFA Station
Nacogdoches, Texas 75962
Phone: 936.468.2401
Fax: 936.468.6638
counseling@sfasu.edu
Office Hours: M-F 8:00 a.m. - 5:00 p.m