Secondary Education and Educational Leadership  
SEED 5318.501  
Motivating and Managing the Active Learning Environment  
Spring 2024  

Instructor: Dr. Vicki Mokuria  
Course Modality & Location: Online  
Office Hours: Tuesdays noon-2pm and 8:30-9:30 pm; Thursday 8am – 10am  
Office Phone: 214-282-8033  
Credit: 3  
Email: Vicki.Mokuria@sfasu.edu

Timely Response Statement: Since this is an online course, I will do my best respond to email inquiries within 48 hours M-F, 8-3 pm.

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: None

Course Modality: This course is online, with three Zoom meetings interspersed throughout the course.

II. Intended Learning Outcomes/Goals/Objectives:

A complete listing of the standards associated with this course and the MAT program 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.

Student Learning Outcomes:
1. The candidates will create a classroom management plan that addresses strategies, theories, communication, and procedures. (TEKS Training)
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.

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

COURSE ASSIGNMENTS:
1. Critical Reflections: Students will write critical reflections for all chapters assigned in class. (SLO 3)
2. Discussion Boards: Students will respond to prompts in discussion boards.
3. Course Activities: Student will complete activities connected to each module, including creating classroom artifacts, research summaries, presentations. (SLO 3)
4. Classroom Management Plan: Students will create a classroom management plan for their future classrooms. (SLO 1)

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

Students 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 student 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.

Course Assignments:

Course Assignments: (5) 50 points each 250 points total
Discussions: (4) 25 points each: 100 points total
Critical Reflections (4): 100 points each: 400 points total
Classroom Management Plan: 250 points total

Total Points Possible: 1000 points

Technology: All work will be submitted via D2L.
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 (see course timeline and due dates in D2L):

### Parent/Caregiver Policy

Parents and caregivers deserve access to education. Especially now, with many graduate students working full time, while also raising a family AND pursuing higher education, 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."

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<th>Week One Module One</th>
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<tr>
<td>Course Introduction</td>
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<tr>
<td>What is classroom management?</td>
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<tr>
<td>What is belonging?</td>
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<tr>
<td>• Review all the course material in the module</td>
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<tr>
<td>• Review the Classroom Management Plan Assignment</td>
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<td>• Complete the Course Introduction Discussion</td>
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<th>Weeks Two and Three Module Two</th>
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<tr>
<td>• Read the Introduction to “We Belong: 50 Strategies to Create Community and Revolutionize Classroom Management”</td>
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<tr>
<td>• Read Introduction to “Effective Classroom Management”</td>
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<td>• Complete Reflection on Belonging Assignment</td>
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<tr>
<td>• Complete Critical Reflection One</td>
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| Weeks Four and Five  
Module Three | • Review all the course material in the module. It is essential to watch and read all the materials that are posted.  
• Read pages 48-51 in the "Improving School Climate" text  
• Complete Critical Reflection Two assignment  
• Complete the Approaches to Classroom Management assignment |
|---|---|
| Weeks Six and Seven  
Module Four | • Review all the course material in the module  
• Read Chapter 2 “We Belong: 50 Strategies to Create Community and Revolutionize Classroom Management”  
• Complete Communication Strategies Assignment  
• Watch the Webinar  
• Complete the Webinar Discussion |
| Week Eight and Nine  
Module Five | Week Nine: Spring Break  
• Read Chapter Three “We Belong: 50 Strategies to Create Community and Revolutionize Classroom Management”  
• Watch the "End Peer Cruelty" Webinar  
• Complete the Discussion |
| Week Ten and Eleven  
Module Six | • Review all the course material in the module  
• Read the “Behavior-Specific Praise in the Classroom” article  
• Complete the Consequence and Praise Assignment  
• Watch the "My Class is Out of Control" Webinar  
• Complete the Discussion |
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<th>Weeks Twelve and Thirteen</th>
<th>Module Seven</th>
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<tr>
<td></td>
<td>- Read Chapter 4 “We Belong: 50 Strategies to Create Community and Revolutionize Classroom Management”</td>
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<td>- Complete Critical Reflection Three</td>
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<th>Weeks Fourteen and Fifteen</th>
<th>Module Eight</th>
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<td>- Review all the course material in the module. It is essential to read all the materials that are posted.</td>
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<td>- Read Chapter “Responding to Escalation”</td>
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<td>- Read &quot;Texas Compilation of School Discipline Laws and Regulations &quot;</td>
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<td>- Complete Critical Reflection Four assignment</td>
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<td>- Complete Law/Regulation Assignment</td>
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<td>- Use the module material to start thinking about/working on the V and VI sections of your final assignment</td>
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<th>Week Sixteen and Seventeen</th>
<th>Module Nine</th>
<th>Finals</th>
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<td>- Submit your final Classroom Management Plan Assignment</td>
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VI. Readings:
Textbooks for the course are:

- **We Belong : 50 Strategies to Create Community and Revolutionize Classroom Management**
  
  by Laurie Barron, and Patti Kinney
  
  Publisher: Association for Supervision & Curriculum Development
  
  Date: 2021-07-30

- **Better Than Carrots or Sticks : Restorative Practices for Positive Classroom Management**
  
  Dominique Smith, Douglas Fisher, and Nancy Frey

  Availability:
  
  Your institution has access to 1 copy of this book.

  - Read Online
  - Download Book

  Book Details:
  
  Title: Better Than Carrots or Sticks
  
  Subtitle: Restorative Practices for Pr
Additional readings will be provided by the professor.

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.

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VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

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.

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/

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).

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. 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 policy 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 http://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.


Teacher 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/](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.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

**For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu**