Secondary Education and Educational Leadership
SED 460.002
Managing A Learner-Centered Classroom

Spring 2016

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Course Time & Location: TR 12:00-1:45, McKibben 439  
Office Hours: MW 12:00-12:30, 2:00-5:00  
TR: 9-9:30am

Credits: 3 hours  
Email: blacklj@sfasu.edu; loblac@yahoo.com

Prerequisites: HMS 203, 380, SED 370, SED 371, SED 372

I. Course Description:
This course provides knowledge and skills that will enable teacher candidates to effectively utilize their knowledge of student cognitive, social, emotional, and physical development; diverse populations; learning styles; classroom management; and discipline to develop a learner-centered classroom. This course is a prerequisite for Student Teaching.

II. Intended Program/Course/Learner Outcomes: This course fulfills the following national standards:

InTASc Standards (Interstate New Teacher Assessment Support Consortium):

Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

CAEP Standards (Council for the Accreditation of Educator Preparation):

Standard 1 Candidate Knowledge, Skills, and Professional Dispositions:  
1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: content, the learner and learning, and instructional practice.

Standard 2: Clinical Partnership and Practice: The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and
professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

**ISTE Standards (International Society for Technology in Education):**

1. Facilitate and inspire student learning and creativity.
2. Design and develop digital age learning and creativity.
4. Promote and model digital citizenship and responsibility.

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

This course addresses the COE mission and values. The course prepares “competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” Specifically the course helps student learn to teach to all students and work with diverse families and students. In addition the course helps to prepare professionals for the public schools. The course promotes 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:**

1. The student will develop and adapt classroom management strategies based on the needs of diverse students.
2. The student will effectively manage a diverse learner centered classroom.
3. The student will implement and modify instruction based for all students incorporating technology as appropriate.
4. The student will understand the multiple purposes of education, including philosophical perspectives and professional, legal and ethical issues.

**Student Learning Outcomes:**

**A. Course Objectives:**

Students will:

a. understand different theories of classroom management.

b. understand ethical and moral issues of classroom management.

c. be able to apply techniques of classroom management.

d. evaluate the efficacy of classroom management techniques.

e. describe and apply ways of meeting the cognitive, social, and emotional needs of all students.

f. understand the legal, ethical and professional issues related to teaching and classroom management.

g. analyze case studies involving diverse classroom issues and students.

**B. ELL Standards**

a. II.003.5 Applies effective classroom management and teaching strategies for a variety of ESL environments and situations.

b. III.008.3 Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.

c. III.008.4 Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.

**Alignment to State Standards or Competencies:**

The content of the course will reflect areas of effective teaching practices addressed by the Pedagogy and Professional Responsibilities test of the Texas Examinations of Educator Standards (TExES). The course content will be examined in the context of how it applies to appropriate professional practice as well as its relationship to the competencies. SED 460 will specifically focus upon Competencies 001, 005, 006, 008, 009, and 011 and 013:
Competency 001 - The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

Competency 005 - The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Competency 006 - The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Competency 008 - The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 009 - The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

Competency 013 - The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

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

a. Getting to Know Students Information Sheet (50 pts.) - Each student will create an information sheet to learn about the students in their future classroom for the purpose of instructional planning. **Supports the COE core value of Academic excellence through critical, reflective, and creative thinking, and the core value of collaboration and shared decision-making.

b. Behavior Modification Guided Worksheet (25 pts.) Each student will read and answer a guided worksheet about basic behavior modification principles. **Supports the COE core value of Academic excellence through critical, reflective, and creative thinking.

c. Chart and Quiz about Classroom Management Theories (100 pts.) Working with a partner, each student will research and present information about one of the major classroom management/discipline theories (50 pts.). Then, each student will have a quiz about the major theorists (50 pts.).

d. Authentic Formative Assessment - Parts of the Classroom Management Plan (45 pts.) Each student will create the following parts of a classroom management plan to be assessed separately: rules, rewards, consequences, and student contract. These assignments will also be reviewed by each the intern’s mentor teacher in the field. **Supports the COE core value of Academic excellence through critical, reflective, and creative thinking and Openness to new ideas, to culturally diverse people, and to innovation and change.

e. Authentic Summative Assessment - Classroom Management Plan Final Project (200 pts.) Each student will revise all parts of the classroom management plan and turn in a fully articulated classroom management plan for a final grade. **Supports the COE core value of Academic excellence through critical, reflective, and creative thinking and Openness to new ideas, to culturally diverse people, and to innovation and change.

f. Attendance and Professional Dispositions Evaluation (100 pts.) 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, to include: attendance, class participation, adherence to professional ethics, collaboration, commitment to diversity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student focus. Each student is required to participate in class through discussion and collaboration. Based upon interaction and observation of each student during the semester, the course instructor will calculate the disposition grade. **Supports the COE core value of Integrity, responsibility, diligence, and ethical behavior, Openness to new ideas, to culturally diverse people, and to innovation and change, and Collaboration and shared decision-making.

Failure Clause: You can immediately earn an F in this course due to the following reasons:

- Your placement site asks for you to be removed
- You have violated state or federal law
• You have violated The Code of Ethics and Standard Practices for Texas Educators
• You have violated school and/or district policy
• You have violated university policy
• Any other egregious acts of non-professional behavior
• You have accumulated 5 unexcused absences in this class

**Students who do not successfully complete the internship and/or make a grade of lower than a “C” and wish to apply for a second internship are required to meet with the Department Chair and Secondary Program coordinator before they will be allowed to register.

g. Professional Growth Opportunities (20 pts. each) Just as professional educators have the opportunity for continued professional growth, students will 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. Evaluation and Assessments (Grading):

Student Information Sheet 50 pts.
Chart of Theories 50 pts.
Quiz on Classroom Management/Discipline Theories 50 pts.
Parts of a Classroom Management Plan 45 pts.
Final Classroom Management Plan 200 pts.
Attendance/Professional Dispositions Evaluation 100 pts.

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

VI. Tentative Course Outline/Calendar:

Week # 1: Preparing for Internship
Week # 2: Legal and ethical issues related to classroom management
Week # 3: Theories of classroom management
Week # 4: Preventing misbehavior and managing groups
Week # 5: Maintaining appropriate behavior
Week # 6: Managing problem behavior
Week # 7: Managing cooperative learning groups
Week # 8: Beginning of the school year
Week # 9: Organizing the classroom and student work
Week # 10: Rules and procedures
Week # 11: Planning and conducting Instruction
Week # 12: Managing special groups
Week # 13: Special needs students
Week # 14: Safety issues
Week # 15: Analyzing case studies

VII. Readings and Required Texts:

b. **Required:** One course packet of materials which covers BOTH SED 450 and SED 460 available at Staples.

c. **Required:** A LiveText account. 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. This course collects assessments for students who are Perkins College of Education majors or majors in other colleges seeking educator certification through the Perkins College of Education using the Live Text data management system. 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 Titan email account. You will be required to register your LiveText account, and you will be notified how to do this. If you do not receive this code by the end of the first week of class, or you forward your SFA email to another account and do not receive an email concerning LiveText registration, please check you junk and spam folders. If you still do not have the message, please contact the SFA LiveText coordinator at ext. 1267 or email SFALiveText@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 penalty.

As part of the lesson plan format, students are required to list the appropriate standards:

**Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS)** are available at http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785

**College and Career Readiness Standards (CCRS),** available at http://www.thecb.state.tx.us/collegereadiness/crs.pdf

**VIII. 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.

**XIV. Student Ethics and Other Policy Information:**

A. **Attendance-** Personal Days-You are expected to attend all classes and sign in on the official sign-in sheet, arrive on time, and actively participate in class. You are allowed two *personal days* that you may take at your discretion, but only with prior notification. This is a professional courtesy that must become part of your routine. You may notify me by phone or email, or advise me during class time. Exam days are excluded from this policy. Work due on the day you are absent must still be submitted ON THAT DAY, by a classmate or electronically. Tardies to class, later than 5 minutes and without notification of the instructor, will result in a 30 pt. deduction from your professional dispositions grade.

B. **Excused Absences-** You also have officially excused SFASU days available to you that are covered under SFASU policy. University policy lists the following reasons for excusing a student: Health-related issues, family emergencies, and student participation in university-related activities. Sick days and university-related activities require appropriate documentation so that any missed work may be completed.

C. **Unexcused Absences-** Every unexcused absence besides the 2 personal days will result in a letter grade reduction. At **5 unexcused absences, you will fail this course.** This
is the same rule as in SFA Student Teaching. It is YOUR responsibility to NOTIFY the instructor if you are going to be absent.

D. Tardies- Two tardies will count as one absence. This is the same rule as in SFA Student Teaching.

E. Missed exams may only be rescheduled in cases of documented personal illness or family emergency. Include any statements regarding attendance requirements.

F. Students with Disabilities
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, 468-3004/468-1004 (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/.

G. 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 policy 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

H. 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.

I. Withheld Grades Semester Grades Policy (A-54)
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.

J. To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. 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.

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 936-468-1740 or snyderke1@sfasu.edu.

K. Mobile technology:
Please turn off any mobile phones prior to the beginning of class. If you are expecting an important call during class time, please inform the instructor before class.