

Newberry College

Department of Education Spring 2011

Course: Education 342– Secondary Classroom Environment
Credits: 3- Semester Hours
Classroom: 213 McClurg Center for Teaching and Learning

Class Hours: 2:00-3:15 MW

Professor: Renee C. Stubbs, Assistant Professor of Education
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Office Hours: 214 McClurg Center
Mon. 1-2, Wed. 12-2, TTH 1:30-2:30
Hours are posted beside the office door. I am also on campus more than these times and available by appointment. If possible, please let me know if you are coming by. I am supervising interns and may need to work around their schedule for observations.

Textbook: Kellough, R. D.(2011). *Secondary School Teaching*. Boston: Pearson Education, Inc. ISBN-13:978-0-13-704977-6

Supplementary Book: Each student must bring a subject area textbook used in the public schools to class. The book can be checked out from the college library or borrowed from your field experience teacher. This will be needed to create lesson plans.

LiveText Account

Course Description: Prerequisite: Admission to Teacher Education

EDU342 is intended to introduce candidates the principles that underlie instruction and assessment in middle school and high school grades. Emphasis is placed on state and national curriculum standards, lesson design, implementation, assessment, characteristics of successful researched-based instructional approaches, successful classroom management approaches and current trends and issues in education. Efficient and effective methods for classroom instruction are modeled and stressed. Observation in a middle or high school classroom focuses on classroom management techniques.

Required of secondary and middle level candidates; PK-12 candidates may take either EDU 341 or EDU 342.

Requires 24 hours field experience in public schools

CACP: A level three CACP paper may be submitted for EDU342. Request the information from the professor and Follow the guidelines for a level 3 paper.

Learning Outcomes

By the end of the course, the participants will:

- Describe the historical meaning of classroom control, today's meaning of classroom control, and the concept of classroom management,
- Identify contributions of leading authorities on classroom management,
- Develop their own effective approach to classroom management, (PLO #5)
- Select and set learning expectations,
- Plan and construct lessons and units that engage all learners, (PLO # 2)
- Describe the purpose and principles of assessment,
- Design assignments for assessing student achievement,
- Design a valid and reliable system for reporting student achievement.

Instruction: The methods used in class will vary, depending on the learning objectives. Students should be prepared to be actively engaged in debates, Socratic method, text-based discussions, role-play, and other engaging strategies. Lectures will be used for clarifying text material or introducing new material, discussion for practice in identifying and applying principles or theories, and multimedia for illuminating special topics. Please note that you will need to read assigned chapters. Activities will be modeled in this class that you can use in your own classrooms. You will be responsible for class material, as well as material that you read outside of class from the text.

Department of Education Policies

Attendance: Candidates are expected to be present, on time, and prepared for all classes. A missed class means a missed opportunity to gain knowledge, skills, and dispositions necessary for your chosen career. Excessive absences or tardies will naturally lead to lower grades on work and tests because of these missed opportunities for learning. Three tardies count as one absence. Candidates may only miss a total of five classes. Six or more absences will result in a failing grade for the course. Missing three classes will result in a one letter grade reduction and a disposition form will be filed expressing concern about the candidate's professional commitment. Candidates are responsible for content covered in class during their absence. Candidates who know in advance that they will be absent from class (for pre-authorized field trips, sports competition, conferences, or similar events) should notify the professor in writing and turn work in early. Education faculty reserves the right to ask for verification when determining whether to allow candidates to make up tests or exams. Candidates who are absent due to serious illness or

emergency should contact the professor as soon as possible in writing and discuss the situation. The professor reserves the right to use discretion when assigning a failure due to absence.

Academic Integrity: Cheating and plagiarism will not be tolerated. Perpetrators will receive a "0" on the assignment and a disposition letter will be placed in their Teacher Education file, as it violates Conceptual Framework Ethics. A report of Academic Dishonesty will be filed as part of the student's record in the Registrar's Office and with the Associate Dean of Academic Affairs. A student may receive a grade of "F" for the course. A student whose offense is particularly heinous may be recommended to the Associate Dean of Academic Affairs, who may convene the Academic Integrity Committee, possibly resulting in a judicial sanction and/or expulsion. Students with additional questions should consult the office of the Associate Dean of Academic Affairs (321-5110).

Please remember that plagiarism includes, but is not limited to: turning in someone else's work as your own, not citing quoted material, using the same assignment for more than one class without PRIOR approval from the instructors, and including your name on a group project when you did not do your share of the work.

Personal computers may be used in class for note-taking and other assignments given by the professor. Students using computers for a purpose other than mentioned above will be asked to shut down the computer.

If you are a student with a documented **learning or physical disability** who requires special accommodations, it is your responsibility make such arrangements by contacting Director of Student Academic Services, Kay Chandler, who also heads our office of Disabilities Support Services. She is located in Wright Hall and can be reached at 803-321-5187. Following a confidential interview with you, she will contact your instructors to inform them of your special needs. Note: Your instructors are not permitted to discuss your disabilities with you until you have registered with the office of Disabilities Support Services. For further information, please visit <http://www.newberry-college.net/dss>.

Emergency Procedures: In case of an extended loss of in-class time due to inclement weather, sickness, natural disasters, etc. students are still responsible for completing course work by following the syllabus and posting assignments in Live Text or emailing to the extent possible. The professor will provide course resources, answer questions and make clarifications. It is essential that we continue with instruction and assignments during a loss of in-class time.

Conceptual Framework Principles	
Assessment in EDU342	
Best Practice	Classroom Management Plan, lesson plans, field experience reports
Diversity	Lesson Plans, Field experience, management plan, text based activities
Collaboration	Peer review of lesson plans, management plan, group activities, Field experience
Ethics	Field experience, management plan
Content	Lesson plans, field experience, management plan

COURSE REQUIREMENTS:

1. Field Experiences – post responses in Livetext Field experience rubric is posted in Livetext
Spend approximately two (2) hours per week for twelve (12) weeks observing and working in the schools. A total of twenty-four (24) hours must be spent in the schools. Coordinate with supervising teacher. Complete the eight (8) seminar topic sections recording activities and observations. Be sure to indicate the date, time, and description of the class observed. Complete the time sheet accurately including a description of your activities for each visit. Students must complete the twenty-four hours of field experience in order to successfully complete this course. **Failure to complete ALL field experience hours and observation reports will result in a failing grade for this course regardless of scores earned.**

2. Classroom Management Plan – Details are posted in Livetext under Assignments

3. Assessment Plan – This is a section of the Management plan posted in the Assignments section of Livetext

4. Journal Critiques As Assigned

Select journal articles from a list that will be emailed to you. You must submit four articles. The article will be assessed on three parts: citing the source, summarizing the article, and relating the content to your understanding. You must include the author of the article and it must be typed.

5. Class Participation and out of class assignments – Participation Rubric is posted in Livetext .Failure to complete the out of class assignments will hinder your ability to participate in the in class assignments.

6. Comprehension Checks

Assessment 1 – Chapters and material taught by midterm

Assessment 2 – Comprehensive with emphasis on the material after midterm

EVALUATION PROCEDURES: A 4 point rubric will be used for all assessments and assignments. A few of the rubrics are included in the syllabus and the rubrics for major assignments will be provided when the assignment is given.

Late work will be accepted with no penalty under the following circumstances: 1) you notify me **in writing prior** to the due day and also provide the date that you will turn in the work, 2) no more than one late assignment may be turned in, 3) failure to follow 1 and 2 will result in a Disposition statement placed in your teacher education file as this behavior is contrary to Conceptual Framework Ethics and the Disposition Professionalism.

Grading Scale: Rubrics will be given for each assignment. The scale for each rubric will be 0 to 4 points.

3.5 < A ≤ 4
3.0 < B+ ≤ 3.5
2.5 < B ≤ 3.0
2.0 < C+ ≤ 2.5
1.5 < C ≤ 2.0
1.0 < D+ ≤ 1.5
0.5 < D ≤ 1.0
F ≤ 0.5



The Field Experience

You will **complete 24 hours of Field Experience** in the Newberry area schools. As soon as you are informed of your Field Experience teacher, you should make the initial contact by email and/or phone and schedule a meeting time.

Schedule a regular time **each week** to attend the school. No more than 3 hours per week are to be earned. For this experience to be valuable, you need to observe and participate over the whole semester.

Take the Field Experience time sheet with you on each visit and complete the information on the sheet. The time sheet will be reviewed at midterm.

In addition, you will complete **eight Field Experience reports**. The topics for these reports are below. The due dates for the reports are on the syllabus. You may turn in reports before the due dates. Late reports will be accepted only if an acceptable excuse is provided ahead of the due date.

Professional Dress: Teacher candidates at Newberry College are expected to behave professionally and ethically in all relationships with administrators, teachers, parents and students. In addition, candidates are expected to dress in a professional manner any time they are representing the College at a public school. Any visit to a school during a Field Experience or student teaching is in effect an interview – candidates need to make a good impression for themselves and their College. All candidates need to look like professional educators, not college students, during field experience visits.

Rubric for Field Experience – see Livetext

The following will be posted in Livetext as assignments. Please respond in Livetext by the due date

*The following are the topics that you **must** address in your discussions. However, you are welcome to discuss other events that might occur during your visit. Things like fire drills, assemblies, etc. come to mind.*

FIRST DISCUSSION

- Your personal reaction to the classroom observation.
- List the subject(s) the teacher teaches in your classroom. List the materials (overhead, games, maps, etc.) that the teacher uses to help the students while you are in the classroom. Describe the behavior of the students during the instructional process. Identify the effects of teacher behavior on the students.

SECOND DISCUSSION

- Your personal reaction to the classroom observation.
- Ask the teacher to share with you the procedure, amount of time, and format used for making lesson plans. Write a brief summary of this task.

THIRD DISCUSSION

- Your personal reaction to the classroom observation.
- Record the techniques and materials the teacher uses in his/her classroom for classroom management. (Good citizen, class rules, autonomous rule, democratic rule, etc.) Include any discipline procedures and policies. Identify any techniques that help students build self-esteem.

FOURTH DISCUSSION

- Your personal reaction to the classroom observation.
- Find out what policies exist in the school for student conduct. Who handles student discipline outside of the teacher's classroom? How are student discipline referrals handled? You may need to speak with an Assistant Principal for this information.

FIFTH DISCUSSION

- Your personal reaction to the classroom observation
- Discuss with the teacher how he/she begins the school year and establish their classroom management system. Identify things the teacher does before the start of the school year.

SIXTH DISCUSSION

- Your personal reaction to the classroom observation.
- List efficient and effective teaching practices that you observed this week. What examples of effective and efficient teacher characteristics or behaviors did you observe?

SEVENTH DISCUSSION

- A. Your personal reaction to the classroom observation.
- B. Ask the teacher to share with you all of the records and paperwork she/he is responsible for keeping (lunch count, test scores, health records, ordering classroom materials, committee reports, etc.). Tell the kinds of record keeping that the teacher is required to complete.
- C. How does the teacher make use of effective communication skills with students and with parents?

EIGHTH DISCUSSION

- A. Your personal reaction to the classroom observation.
- B. Describe how the teacher worked with groups of students within the classroom (i.e., individuals, small groups, large groups).

Journal Critiques

1. Summarize the journal article that illustrates, exemplifies, or pertains to one of the developmental phenomena, theories, processes, issues, or research findings discussed in class or the text.
2. Briefly explain the developmental phenomenon, theory, process, issue, or research finding described in item 1. Do not retell word for word what was in the article. Summarize the main idea.
3. Describe how the information relates to our study and your reaction to the article. You should have at least two sections: a summary and your reaction.
4. Type your report and cite your sources using correct MLA format.
5. On the due date for journal articles, one or more students may be selected at random to share his/her article.

Specific for Journal Critiques:

6. You may use first person, "I"
7. Be sure to be complete with your summary of the article
8. Relate your article to the text. Be specific. Opinion is good as long as it is grounded in fact.
9. You need to quote the text and the article at least once each.
10. The following is a great MLA site: <http://owl.english.purdue.edu/owl/resource/560/01/> (maintained by Purdue University's On-line Writing Lab)
<http://noodletools.com/login.php> This is a website that can guide you through creating citations.
11. Use The Writing Center located in Wright Hall for assistance in writing.

Journal Critique Rubric

Performance Element	Awesome! 4	Right On! 3	Oops! 2 or 1	Nothing 0
Mechanics	No errors	A few distracting errors Some minor difficulties	Many major mechanical errors	No paper submitted
Assertions	Major points are supported by strong examples.	Major points are given thin support only.	Major points are given superficial support or are unsupported.	
Ideas	Ideas are engaging, insightful, and illustrate understanding.	Ideas are good but obscured by unclear writing or lack of information.	Ideas do not go beyond the obvious, or are randomly presented or remain undeveloped.	
Style	Writing is clear, inspiring, and done with flair.	Writing is O.K. but contains few surprises.	Writing lacks energy, is narrow and unimaginative.	
Organization	Contains clearly developed paragraphs in a logical sequence.	Contains mostly clearly developed paragraphs, but is unclear in places.	Is disorganized and difficult to follow.	
Thesis Statement or Purpose	Contains a sharp focus and a clearly identifiable statement of purpose.	Contains an unengaging or poorly focused statement of purpose.	Does not present a thesis or purpose statement that is clearly identifiable or developed.	

EDU 342 Standards Alignment

Learner Outcomes	Assessment	InTASC Standards	NCATE Standards	ADEPT Domain	Conceptual Framework Principles
Describe the historical meaning of classroom control, today's meaning of classroom control, and the concept of classroom management	Midterm and final exams. Classroom Management Plan Philosophy section.	Principle 5	Content Knowledge, Skills and Dispositions	Classroom Environment	Ethics
Identify contributions of leading authorities on classroom management and environment	Midterm and final exams Classroom Management Plan Philosophy section.	Principle 5	Content Knowledge, Skills and Dispositions	Classroom Environment	Best Practice
Select and set learning expectations	Lesson plans	Principle 1	Content Knowledge, Skills and Dispositions	Planning	Best Practice
Plan and construct lessons and units that engage all learners PLO #2	Lesson plans	Principle 1,2,3,4	Content Knowledge, Skills and Dispositions Diversity	Instruction	Diversity
Describe the purpose and principles of assessment	Final exam	Principle 8	Content Knowledge, Skills and Dispositions	Planning	Best Practice
Design assignments for assessing student achievement	Lesson plan	Principle 8	Content Knowledge, Skills and Dispositions	Planning	Best Practice
Design a valid and reliable system for reporting student achievement	Classroom management plan	Principle 8	Content Knowledge, Skills and Dispositions	Planning	Best Practice
Develop a personal researched based approach to classroom management that involves the interrelationship among instruction, assessment and environment. PLO #5	Completed classroom management plan	Principle 5,6	Content Knowledge, Skills and Dispositions	Classroom Environment, Instruction	Best Practice

Research base

Marzano, R. (2003). Classroom Management that Works: Research-based Strategies for Every Teacher. Alexandria: ASCD

Kohn, A. (2006). Beyond discipline: From compliance to community. Alexandria:ASCD

Strong, J. (2007). Qualities of Effective Teachers. Alexandria:ASCD

Slocumb, P. (2004). Hear Our Cry: Boys in Crisis. Highland, TX:Aha Process

Essential question: How will I effectively manage, instruct, and evaluate the students that I teach?

Note: We may need to be flexible with dates. Sometimes our discussions will become lively and the lesson may take longer than planned. I will send an updated calendar should this occur.

		Topic	Assignments (these are the minimum assignments to keep you on track with the readings others are added throughout the course.)
The Classroom Learning Environment – How will you create a physically and emotionally safe environment where students perceive your classroom as a place to learn?			
1,2	Jan 19	Know yourself Know your students Introduction to course, expectations, syllabus	Read pp.31-32, Teaching Style 33-46, complete ex. 2.3 pp66-68 <i>What temperament are you?</i> Complete the survey on the website and bring in your results. http://www.advisorsteam.com/temperament_sorter/register.asp
	19	Characteristics of a competent teacher	Read pp. 103-108
3	26	Creating a Community of Learners Historical Meaning of Classroom Control Today's Meaning of Classroom Control and the Concept of Classroom Management Classroom Management: Contributions of Some Leading Authorities	Read pp.108-132 Give out Classroom Management plan project
4	24	Rules and Procedures, student rights, teacher rights, liability	exercise 4.2 p137with FE mentor, exercise 4.3 p.139
5	26	Planning the first days of school	
6	31	Learning environment	Readings
7	Feb 2	Rewards, motivators, character education	Readings
8	7	Student behavior Providing recognition and providing appropriate feedback	What is your emotional IQ? Take the online test http://www.psychtests.com/tests/iq/emotional_iq_r2_access.html
	9	Case studies and scenarios SC Character Education	Work on management plan
9	14	Work on Classroom Mgt Plan Peer review	Field Experience report 1 due Exercise 2.2 p65needs to be completed during one of your observations and turned in this day Read pp.150-154
Planning and Instruction - What are the components of an effective lesson? What are the best instructional strategies and how will you select which strategies and methods are best for your students? How will implementing good instructional practices affect the classroom environment and student behavior?			
10	21	Selecting and setting learning expectations Reasons for Planning Components of an Instructional Plan Introduce NC lesson Plan	What type of learner are you? Take the learning styles test at the website http://www.engr.ncsu.edu/learningstyles/ilsweb.html Here is another see how you do http://www.vark-learn.com/english/index.asp Read pp.154-158.162-164
11	23	National and state standards SC EEDA textbooks and teacher editions	Classroom Management Plan Due for review Read pp164-169
	28	MIDTERM COMPREHENSION CHECK	
12	28	Instructional Objectives the Domains of learning	Field Experience report 2 due and ex.2.1.p63 Read pp. 200-210
13	Mar 2	Conceptual and Procedural Knowledge Direct versus indirect instructional modes and strengths and weaknesses of each Activities that are developmentally appropriate	Turn in a copy of your Field Experience Time Sheet Read pp.214-232
14	14	Preparing the Lesson Plan Selecting the best Instructional strategies. Contextual teaching and EEDA	Field Experience report 3 due Choice of articles
15	16	Advanced organizers, activating prior knowledge activities and summarizing activities	
16	21	Identifying similarities-differences, summarizing and note taking, reinforcing effort ,non-linguistic representations	Field Experience report 4 due Work on lesson plans
17	23	Differentiating Instruction Learning Styles (How students	Choice of articles

		learn)	
18	28	Differentiating Instruction Multiple Intelligence (How students tell you what they have learned)	Field Experience report 5 due Read pp 334-336
19	30	Homework and practice	Pp329-333 and selected article
20	Ap 4	Cooperative learning	
21	6	Cooperative learning <i>Assign Lesson Plans one each: differentiation plan by learning style/MI, cooperative groups, lecture with strategies integrated appropriate for lecture style</i>	Field Experience report 6 due Work on Lesson Plans – keep in mind that these could come in handy when you do your internship
22	11	Equity – Is Fair always Equal?	Choice of articles, Read. 239-250
Assessing and Reporting Student Achievement – <i>What are the purposes and principles of assessment and grading? How will the assessment practices for the class effect the learning environment? What elements of the learning environment should be graded?</i>			
23	13	Discuss Assessment and grading plan (part 2 of Management Plan) Historical perspective of Assessment, Evaluation and Grading Purpose and principles of assessment Student involvement in assessment Diagnostic, formative, summative, authentic assessments	Field Experience report 7 due Read pp.251-256
24	18	<i>What is a grade?</i> Creating reliable and valid assessment items Pros and cons of MC, fill in the blank, essay, etc. items	Choice of articles Field Experience report 8 due Field experience time sheet due
25	20	Rubrics, Percents, or Points for calculating grades	Work on assessment plan
26	25	Writing rubrics Creating a fair grading policy	
27		Summarize and review	Lesson Plans including assessment due
			Final Version of Classroom Management Plan with Assessment and Grading Plan Due Field Experience Time Sheet Due
	Ap 27	Reading Day (no class)	
		Comprehension Check (exam)	
<p>A few useful websites</p> <p>www.ikeepbookmarks.com look on the management folder</p> <p>http://www.theteachersguide.com/ClassManagement.htm</p> <p>http://www.disciplinehelp.com/teacher/</p> <p>http://www.masterteacher.com/excerpts/pdf/1768.pdf</p> <p>http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm#behaviors</p> <p>http://www.masterteacher.com/freeresource/</p> <p>http://www.ed.gov/about/offices/list/ovae/pi/hs/index.html</p> <p>http://www.trainer.org.uk/members/theory/learner/learning_styles.htm</p> <p>http://www.psychtests.com/tests/iq/emotional_iq_r2_access.html</p>			