Mississippi Valley State University
Department of Teacher Education

Holistic Transformer
Transforming and developing scholars, reflective thinkers and facilitators, and
responsible professionals who will change and transform the Delta and society beyond.

ED 502 Classroom Management
Fall 2018

Instructor:	**Class meeting Location /Time:**	**Office Location:**
Dr. Theresa Dumas	OPL 178 W 6:00-8:40	Education Resource Room
Office Phone:	**E-Mail Address:**	**Office Hours:**
(662)254-3863/3620	tdumas@mvsu.edu	TH 3:00-5:00
		W 11:00-5:00

COURSE DESCRIPTION:
This course provides a study of focuses on concepts, the major theories of classroom management and the application of these theories in a classroom setting. The course will explore current research and how this research has impacted the classroom.

CREDIT HOURS: 3

PREREQUISITES: Must be enrolled on the Graduate level. Must be enrolled in one of the following majors: Elementary Education, Masters of Arts in Teaching or Special Education.

COURSE CONTENT:
Required Text:
 Evertson, C. & Emmer, T. (2017). *Classroom Management for Elementary*
      Teachers(10th ed.). USA: Pearson Education, Inc.
 Secondary/Supplemental Resources:
Charles, C. & Cole, K. (2019). *Building classroom management: Methods and models*
      (12th ed.). New York, NY: Pearson Education Inc.
Mississippi Department of Education. (2006). *Mississippi Language Arts Framework.*
      Jackson, MS: MDE.
Students must have the required text no later than the first day of the second week of class. Textbooks will be used in all classes and are required.

Major Areas/Topics of Study: Content presented in this course will include, but will not be limited to:
1. Introduction to classroom management
2. Building supportive and healthy classroom relationships
3. Organizing your classroom and materials
4. Establishing classroom rules and procedures
5. Procedures for managing student work
6. Getting off to a good start

7. Planning and conducting instruction
8. Managing cooperative learning groups
9. Maintaining appropriate student behavior
10. Communication skills for teachers
11. Managing problem behaviors
12. Managing special groups

PURPOSE/RATIONALE: The Holistic Transformer Model will be employed as the basis for the instruction and application experiences in ED 502 Classroom Management. This course is designed to provide and engage best practices as it relate to theory, concepts and research. This course also responds to the challenges of managing classroom disruptions and discovers methods that are crucial in promoting procedures and organization leading to an engaging learning environment. It will provide skills to effectively manage a classroom that produce student learning and achievement.

GENERAL COURSE GOALS:
The following course outcomes represent what teacher candidates will know and be able to do at the completion of this course as it relates to the Holistic Transformer Model.

1. Explore current research, evidenced based principles, technology, theory, and best practices as it relates to classroom management.
2. Identify and establish effective guidelines and methods for enhancing acceptance, tolerance, and conflict resolution for effective classroom management.
3. Identify personal values and beliefs and design classroom rules and procedures.
4. Discuss legal issues in classroom management.
5. Discover the relationship between discipline, instruction, and planning in classroom management.
6. Investigate the educator's role for maintaining professionalism in managing behavior in a variety of instructional formats.
7. Role-play effective and ineffective teaching behaviors as related to classroom management.
8. Examine the obligation of family and school as they relate to classroom management.
9. Recognize and define models for managing discipline in the classroom.
10. Provide opportunities for students to plan lessons following mandated curriculum standards engaging differentiated instruction for effective classroom management.

MATRIX: LINKAGE OF THE HTM AND THE COURSE

General	HTM (Knowledge) 1.0 Scholar	HTM (Skills) 2.0 Facilitator & Reflective Thinker	HTM (Dispositions) 3.0 Responsible Professional
Course Goals			
Goal 1	1.1, 1.2, 1.3, 1.4	2.1	3.2, 3.3
Goal 2	1.2, 1.4	2.2, 2.4	3.1, 3.2, 3.3, 3.4

Goal 3	1.1, 1.4	2.1, 2.2, 2.4	3.1, 3.2, 3.3, 3.4
Goal 4	1.1	2.1	3.2, 3.4
Goal 5	1.1, 1.4	2.1, 2.2, 2.4	3.2, 3.3
Goal 6	1.1, 1.2, 1.4	1.1, 1.2, 1.4	3.1, 3.2, 3.3, 3.4
Goal 7	1.2	2.2, 2.3	3.2, 3.3, 3.4
Goal 8		2.4	3.1
Goal 9	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 2.4	3.1, 3.2, 3.3, 3.4
Goal 10	1.2, 1.3	2.2, 2.3, 2.4	3.2, 3.3

Outcome: Content

Candidate Proficiencies (Knowledge)

1.0 Scholar

1.1   The candidate synthesizes in-depth knowledge of content in specific disciplines with research-based practices in the teaching and learning process.

1.2   The candidate **plans** instruction and integrates technology appropriately based on best practices.

1.3   The candidate **selects** reliable and valid assessments to measure student performance.

1.4   The candidate **demonstrates** theoretical, historical, and philosophical knowledge of diversity and equity.

Outcome: Processes, Skills

Candidate Proficiencies (Skills)

2.0 Facilitator and Reflective Thinker

2.1   The candidate regularly **reflects** on the state, national, and professional curriculum standards as a basis for continuously improving teaching and learning.

2.2   The candidate **designs and implements** unit and daily lesson plans that incorporate rigorous instructional strategies and infuses technology appropriately to enhance student learning.

2.3   The candidate **administers** formative and summative assessments to measure student learning outcomes and to facilitate data-based decisions about instruction.

2.4   The candidate **develops** adaptive instruction plans to meet the educational and social needs of all students in collaboration with community and parental support.

Outcome: Dispositions

Candidate Proficiencies (Dispositions)

3.0 Responsible Professional

3.1   The candidate actively **collaborates** with relevant P-20 learning communities and professional education associations as evidence of a personal commitment to professional learning and development.

3.2   The candidate **values, respects, and promotes** learning for all students and incorporates instructional technology.

3.3   The candidate **systematically analyzes** individual student outcomes and

makes appropriate decisions for student learning.

3.4 The candidate **models** professional, responsible, and ethical behaviors to support social justice and equity in a diverse society.

<u>**COURSE OBJECTIVES:**</u> **(Linked to standards)**
(HTM) (INTASC) (CAEP (TIAI) (M-STAR)
At the end of the semester the teacher candidate should be able to:

1. Describe, apply, and develop a nurturing caring relationship in the classroom using management and instructional variables to determine what constitutes order in the classroom that creates a learning community for effective classroom management. (HTM 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4) (INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) (CAEP1, 2, 3,) (TIAI 20, 21, 22, 23, 24), (M-STAR IV-12, IV-13, IV-14, IV-15, IV-16, IV-17, IV-18, IV-19, IV-20)
2. Identify the features and characteristics of various models of discipline and theorists for classroom management and discipline. (HTM1.1, 1.4, 2.1) (INTASC 4, 5) (CAEP 1) (TIAI 1, 14) (M-STAR I-1, I-4)
3. Describe steps to be taken to clarify your own classroom management philosophy and management plan to make instructional and management decisions and preparations before school starts. (HTM 1.2, 2.2, 3.2) (INTASC 7, 8) (CAEP1) (TIAI 1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24) (M-STAR III-7, III-8, III-9, III-11, IV-12, IV-13, IV-14, IV-15, IV-16)
4. Plan how to conduct the first days of the school year, how to organize your classroom and materials, determine your procedures for assessment, seatwork, assignments, record keeping, and recording to establish a plan to deal with misbehavior. (HTM 1.2, 2.2, 2.4, 3.2) (INTASC7, 8) (CAEP 1) (TIAI1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19) (M-STARI-1, I-2, I-3, I-4, III-7, III-8, III-9, III-10, III-11)
5. Examine the need for classroom rules, use guidelines for selecting rules and procedures, and determine ways to teach and review the rules to help students assume responsibility for their behavior. (HTM 1.2, 1.4, 2.2, 2.4, 3.2) (INTASC 3) (CAEP 1) (TIAI 20, 21, 22, 23, 24) (M-STAR IV-12, IV-13, IV-14, IV-15, IV-16)
6. Build positive teacher–student relationships and apply techniques to manage whole-group instruction and maintain student attention throughout a lesson. (HTM3.2) (INTASC 1, 2, 3,) (CAEP 1) (TIAI 20, 21, 22, 23, 24) (M-STAR IV-12, IV-13, IV-14, IV-15, IV-16)
7. Reinforce students and use supportive language effectively to promote student learning and appropriate conduct that communicates firm limits for student behavior in the classroom. (HTM 1.2, 2.2, 2.4, 3.2) (INTASC 1, 2, 3,7, 8) (CAEP 1) (TIAI20, 21, 22, 23, 24) (M-STAR IV-12, IV-13, IV-14, IV-15, IV-16)
8. Apply appropriate listening skills to enhance verbal and non-verbal skills to address behavior and communication in the classroom. (HTM 3.2) (INTASC 1, 2, 3, 7, 8) (CAEP 1) (TIAI 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24)
9. Describe multiple ways in which diversity is exhibited to create a supportive, caring environment when selecting instructional approaches and ways to interact with students that take into account their characteristics to promote student learning. (HTM 2.4, 3.2) (INTASC 2) (CAEP 1) (TIAI 2, 6, 11, 16, 22, 23) (M-STAR I-2, I-2)

10. Select ways to know your students and identify the characteristics of disabilities then use that information to enhance instruction and behavior and to hold them academically accountable. (HTM 2.4, 3.2) (INTASC 2) (CAEP1) (TIAI 2,6, 11, 16, 22, 23) (M-STAR I-2, I-3)
11. Describe ways to modify instruction and management and seek out resources to help students with limited English proficiency and challenging troubles. (HTM 1.2, 1.3, 2.2, 2.3, 2.4, 3.2, 3.3) (INTASC 4, 5, 7, 8) (CAEP 1) (TIAI1, 4, 6, 8, 13, 15, 16, 20, 21, 22, 23, 24) (M-STAR I-1, I-2, I-3, I-4, II-7, II-8, II-9, II-10, II-11)
12. Address administrative actions to capture student interest and focus attention on the learning objectives that are commonly taken at the start of a lesson and contribute to effective group management during the middle part of the lessons and conducting actions at the end of a lesson to provide for the lesson summary and enable students in their preparation to leave the classroom. (HTM 2.4) (INTASC 7, 9, 10) (CAEP1) (TIAI 14, 15, 17, 19, 22, 25) (M-STAR I-1, I-2, I-3, I-4, III-7, III-8, III-9, III-10, III-11)
13. Recognize the limitations of punishment and guidelines for its effective use and apply mild and moderate responses to misbehavior to avoid certain disciplinary practices. (HTM 3.2) (INTASC 4, 7) (CAEP 1) (TIAI14, 20, 21, 22, 23, 24) (M-STAR III-7, III-8, III-9, III-10, III=11, IV-12, IV-13, IV-14, IV-15, IV-16)
14. Identify characteristics and ways to address chronic misbehaviors to confront bullying, and challenging and violent students to create a plan for working with these students in the classroom. (HTM 1.2, 2.2, 2.4, 3.2) (INTASC1, 2, 3, 4, 5, 7, 8) (CAEP1) (TIAI9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24) (M-STAR I-1, I-2, I-3, I-4, III-7, III-8, III-9, III-10, III-11, IV-12, IV-13, IV-14, IV-15, IV-16)
15. Teach students alternatives to disruption and violence and develop an action plan for responding to disruption in the classroom (HTM 1.2, 2.2, 2.4, 3.2) (INTASC1, 2, 3, 4, 5, 7, 8) (CAEP1) (TIAI9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24) (M-STAR I-1, I-2, I-3, I-4, III-7, III-8, III-9, III-10, III-11, IV-12, IV-13, IV-14, IV-15, IV-16)
16. Determine when and how to seek outside help and collaborate with colleagues for assistance and professional development. (HTM 3.1, 3.4) (INTASC 9, 10) (CAEP 2) (TIAI 25) (M-STARV-17, V-18, V-19, V-20)
17. Describe the reasons for contacting and interacting with families and recognize the reasons some families resist involvement. (HTM3.1, 3.4) (INTASC 9, 10) (CAEP 2) (TIAI 25) (M-STAR V-17, V-18, V-19, V-20)
18. Determine ways to work through cultural and language differences by communicating with families through a variety of approaches in preparation for an effective conducted parent–teacher conference. (HTM 3.1, 3.4) (INTASC 9, 10) (CAEP 2) (TIAI 25) (M-STAR V-17, V-18, V-19, V-20)

TECHNOLOGY INFUSION:
Technology to be used includes: computer, internet, PowerPoint, overhead projection, CD-ROM; VCR.

INSTRUCTIONAL STRATEGIES: The in-class teaching methods used to accomplish the goals and objectives of the course include lecture, quizzes, paired learning, demonstration, presentation, handouts, scaffolding, modeling of strategies with technology, simulations, whole group discussion and small heterogeneous cooperative group activities, and group and individual research.

STUDENT EVALUATION: : The classroom practitioner will be evaluated based on class and group participation, exams, quizzes, quality of assignments, and attendance of class. All written assignments are to be typed and double spaced.
All graded assignments must be turned in to the Professor on the scheduled date.
   1. Teacher Interview
   2. Philosophy of Teaching
   3. Classroom Organizational Plan
   4. Start of School Presentation
   5. Classroom Management Case Study
   6. Models of Discipline Presentation
   7. Classroom Management Portfolio
   8. Parental Involvement Plan
   9. Intervention Plan
   10. Classroom Management Book Review Presentation
   11. Quizzes
   12. Midterm Exam
   13. Final Exam
   14.

Grading Procedures- formative/ performance based: Grading procedures are formative/performance based. Students are graded on the regular university grading system that ranges from 0 to 100. There is no "curve" or predetermined distribution that grades must follow. A student grade is based entirely on the quality of work in completing course requirements.
Grading Scale:
   1. Outstanding effort and performance   90-100=A
   2. Satisfactory effort and performance   80-89=B
   3. Mediocre effort and performance   70-79=C
   4. Minimal effort and performance   60-69=D
   5. Failure to meet the intent of the assignment   0-59 =F

Attendance Policy: Regular and punctual attendance is required for this class. Each student plays a vital role in the success/failure of the course and therefore attendance is mandatory. Courtesy and professionalism will be exercised in this course. Class will start on time so that we might end on time. Candidates are responsible for all content, discussion, and materials covered during his/her absence. Make provisions with a classmate to obtain notes. The student is expected to attend every class, arriving on time and leaving only after the class has dismissed. Unless appropriate documentation is provided, any student missing one (1) class in a one day/night class period (ex. Mon.) will automatically find that their final course grade will be lowered a letter. Excessive absences will necessitate a reduction in the student's class participation points. Three (3)

tardiness or three (3) leave early will result in one (1) absence. Please see MVSU graduate catalog for university class attendance policy.

Make-up Policy: There is no make-up policy unless you have emergency. If you are absent, it is your responsibility to find out about any work you missed. It is a good idea to select a classmate who will collect handouts and provide a copy of notes when you need to be absent. All assignments are due on the date and time assigned by the instructor. Late work will result in a loss of points. Late work will be subject to one letter grade lower than the grade obtained**.** This class will comply with the policy of Mississippi Valley State University's grading policy.

ADA STATEMENT WITH SPECIAL NEEDS:
Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Student with disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. For more information or schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu

PLAGIARISM/ACADEMIC INTEGRITY
Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. Therefore, cheating in any fashion will not be tolerated, including, but not limited to plagiarizing another's words, work, or ideas on class assignments. All work is intended to be your own. Please see MVSU graduate catalog for the Academic policy.

CELL PHONE POLICY:
No Personal Cell Phone Usage in Class. No Personal exiting in Class. Make Sure All Phones Are To Be Turned Off Upon Entering Class. All students are expected to respect the professor, themselves, and other class members by creating an environment that empowers learning. Therefore, cell phones and pagers are to be turned off during class time. No getting up and walking out during class time unless absolutely necessary. Recording is not allowed without the professors' permission. Note: Any electronic devices (beepers, telephones, radios, MP3 players, etc.) may cause disruption and therefore should be turned off in the classroom. In such cases where the device causes disruption, the individual in possession of the device will be held accountable.

NATIONAL STANDARDS
 www.ncate.org
Association for Childhood education International (ACEI)
Council for Exceptional Children (CEC)
International Reading Association (ACEI)

Council for the Accreditation of Educator Preparation (CAEP)
Interstate Teacher Assessment and Support Consortium (INTASC)
National Association for the Education of Young Children (NAEYC)
National Board for Professional Teaching Standards: http:www.nbpts
The schedule and procedures as presented in this syllabus are subject to change in the event of extenuating circumstances. You will be given written notification of any significant changes.

Burden, P. (2013). *Classroom Management: Creating a successful K-12 learning environment.* Kansas State University*:* John Wiley & Sons.

Charles, C. & Cole, K. (2019). *Building classroom management: Methods and models*(12th ed.). New York, NY: Pearson Education Inc.

Emmer, E., Evertson, C., & Worsham, M. (2003). *Classroom management for secondary Teachers* (6th ed). Boston, MA, Pearson Education.

Evertson, C. & Emmer, T. (2017). *Classroom Management for Elementary Teachers*(10th ed.). USA: Pearson Education, Inc.

Mississippi Department of Education. (2006). *Mississippi language arts framework.* Jackson, MS: MDE.

Jones, V. & Jones, L. (2016). *Comprehensive classroom management: Creating communities of support and solving problems* (11th ed). Boston, MA Pearson Education.

Ornstein, A.C., & Lasley T. J. (2004). *Strategies for effective teaching.* New York, NY: McGraw Hill.

Price, K. M., & Nelson, K. L. (2014). *Planning Effective Instruction: Diversity responsive methods and* management(5th ed)*.* Belmont, CA: Wadsworth Cengage Learning.

Rice, G. E. & Taylor, G. E. (2002). *The peanut butter and jelly guide to teaching.* Monroe, LA: ETSI, INC

Scarpaci, R. (2007). *A case study approach to classroom management.* USA: Pearson Education, Inc.

Smith, R. & Dearborn, G. (2016). *Conscious classroom management (2nd ed.).* Fairfax, CA: Conscious Teaching, LLC

Weinstein, C. S, Romano, M. E., & Mignano, A. J. (2011). *Elementary classroom management: Lessons from research and practice.* New York, NY: Mcgraw Hill.

Wong, H. K., & Wong, R. T. (2009). *The first days of school.* Mountain View, CA: Harry K. Wong Publications, Inc.

Wong, H. K., & Wong, R. T. (2014). *The classroom management book.* Mountain View, CA: Harry K. Wong Publications, Inc.