CISE 4394 Creating an Environment for Learning
Spring 2017
College of Education
Department of Curriculum and Instruction

Instructor: **Jack Sears, Adjunct Professor**
Teacher Education Center, Suite 233
P.O. Box 2119 SHSU Huntsville,
Texas 77341
Office: 936.294.1146
Cell: 817.480.9341
jvs005@shsu.edu

Office hours: **By Appointment only**

Day and Time of Class: Student Teaching Companion Course –
- Face-to-Face Class: 8:00 am – 11:30 am January 4,5,6,9,10,11,12
- March 8th – Class Meeting at TWC (time and room TBA later)
- April 12th – Teacher Job Fair on SHSU Campus (Class meeting from 12:30 – 2)
- May 5th – Celebration Seminar

Location of class: The Woodlands Center 255

Course Description: This course provides a survey of classroom management and discipline approaches appropriate in a public school setting. A range of management approaches and models will be critiqued. Study will include the philosophical foundations and integration of these models.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Learning to Apply Course Material (to improve thinking, problem solving, and decisions), fundamental principles, generalizations or theories (classroom management).

Important: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Textbooks and Textbook Requirement

Purchasing the necessary texts for this course is the responsibility of the candidate. Required textbooks are essential for the successful completion of the module activities.

Lindberg, J.A., Kelley, D.E., Swick, A.M. (2005). Common-Sense Classroom Management for Middle and High School Teachers. Corwin Press, Thousand Oaks, CA. ISBN 0-7619-3160-0

Tucker, G. (2009). First Year Teacher Notebook: The Heart of Teaching Series. GKT Consulting, Inc. (806) 353-7291. www.gingertucker.com ISBN 0-971-9746-1-6

Suggested, but not required: Wong, H. K., Wong, R. T., Jondahl, S. F., & Ferguson, A. (2014). *The Classroom Management Book*. California: Harry K. Wong Publications.

Additional readings as assigned from handouts and online sources

Course Content (Brief Overview):

- Course overview, technology explanations and explorations
- Theoretical foundations for classroom management
- Roles of the professional
- Philosophy of Teaching
- Models for instructional strategies based on individual learning styles
- Models for classroom organization and arrangement
- Classroom Procedures
- Behavior Management Plan: rules, consequences and rewards
- Communication skills
- First Week Plan
- Resume & Cover Letter Development and Interviewing Skills

Course Format:

The content of this course is delivered in class and online using Blackboard and other Web 2.0 tools. In addition, course concepts are learned through self-study, peer discussions and responses, as well as individualized professor comments. Evaluation consists of self-evaluations, peer evaluations, and professor assessments for products and discussions.

Course Requirements:

Late Assignment Policy
Because your active participation is so important, it is imperative that all assignments be submitted on dates due at the beginning of class OR as assigned. Electronically submitted assignments will be considered "on time" if submitted by midnight on the due date, unless otherwise noted (*NOTE*: All due dates/times are based on Central Standard Time). Submission of work after midnight will be considered late.

Late assignments may receive a **10% deduction in points for each day late.** Recognizing that "extenuating circumstances" may occur, documentation of reason for late work may be submitted to instructor for consideration of reinstating original possible points. All assignments must be

completed to receive a grade for this course.

Time Requirement
If you enroll in this course, it is assumed you are able to meet the time requirements. This course meets for instructional classes at TWC, from 8:00 am to 11:30 am every day beginning Wednesday, January 4 through Wednesday, January 11. No considerations for other courses, employment, and additional commitments will be made during these times. If you have a problem, please discuss this with your professor.

Professionalism

Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.

It is expected that Pre-Service Teacher Candidates be active (engage with all course materials), enthusiastic, and collegial participants during the companion course week, and throughout the semester. Professionalism is expected, not demanded. If individual assignments possess a striking similarity to another candidate's work, penalty may, minimally, the drop of one letter grade. During student teaching, proper dress is expected. The candidate should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom. Attendance, punctuality, the quality of interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine professionalism, which in turn, signals the candidate's readiness to advance in the program.

For professional educators, there are behaviors that, while not unethical, are considered unprofessional. This semester you are becoming ever closer to joining this time-honored profession. Therefore, we consider it our duty to make abundantly clear what is meant by professional behavior.

Professional behavior indicators:

EMAILS: Your emails to us are not to be written in the casual style you might use when communicating with a friend. We expect them to be written using standard grammar, spelling, punctuation, etc. and to have a respectful tone. You may disagree with us, however, please do so in a respectful manner. Please address all professors appropriately, usually as Dr. or Professor.
Turn your cell phone OFF or on SILENT as well as placing out of sight. This includes refraining from stepping out of class to make or receive calls (or texts) during class time.

YOUR COLLEAGUES: The other students in our class are your colleagues. They deserve your support and attention. When another colleague is speaking, please give your full attention. When another colleague is struggling with an assignment or concept, share your knowledge. Do not speak ill of your colleagues to other colleagues or to anyone outside our class. This does not mean you cannot relay important information about a colleague to either professor, but it does mean you need to do this in a private setting and then keep it to yourself.

ATTIRE: The way you present yourself **in class and within the school** is critically important. The school administrators/teachers/colleagues are looking to you as a representative of Sam Houston State University as well as the entire teaching profession. The following criteria should be used when selecting what to wear:

- o cover all tattoos
- o remove all piercing jewelry with the exception of those in ear lobes
- o pants must be worn at the waistline
- o flip flop style shoes are unacceptable
- o no hats
- o no cleavage, bust or butt
- o conservative tasteful jewelry is acceptable
- o clothes should be clean and neatly pressed
- o Physical educators: appropriate length shorts and leggings are acceptable in the gym or outside
- o Any question regarding attire should be addressed to your Mentor Teacher and should always follow the school dress code for teachers and staff

CLASS PREPARATION: Professionals are on time and fully prepared for class! All reading assignments are to be completed and *reflected upon* prior to the day they are due. You are also expected to participate in all class activities. Be prepared to arrive at your school on time and to stay all day, for all classes.

CONVERSATIONS: Classroom conversations should be limited to general topics that don't include private information. It is very easy to undermine the climate of the class by sharing information that others might find offensive. You mentor teacher should only be discussed in positive terms. If you feel you cannot do that, please refrain from mentioning your mentor in our classroom. It goes without saying that you should NEVER mention your mentor AT ALL outside the classroom. This means there should be no sharing of information about your mentor to your colleagues or anyone who is not associated with the class (i.e. roommates, boy/girlfriends, etc.). **We are guests at the school, and as such, we are to speak in a supportive manner about the school. Any individual problems with your mentor should be shared with the professors or supervisors only.** All conversations including those with your colleagues, your professors, your supervisors, your mentor teacher, and the students at the school should be professional and contain no information that is not fully true.

DUE DATES: You are expected to adhere to all due dates unless there has been an exception made for you by the professor. Principals expect their teachers to have their grades, forms, requests, etc. submitted ON TIME, therefore, we expect that all required work be submitted according to the directions of the course professor.

The instructor reserves the right to refer any unprofessional behavior to the Professional Concerns Committee. This COULD impact your completion of the Educator Preparation Program.

Assignments

The use of the same work (even though it is your own) across courses within the Teacher Educator Program is NOT acceptable. In each course, original work is expected – not to use a

previously submitted work or assignment from another class. You will be required to submit your own individual assignment unless the course instructor requires an assignment that is to be completed in groups or in partnership with another student. You may use previous course work to guide your thinking, but similar or the same work with a few changes will not be accepted. Use of assignments across courses in the Program will result in a conference with the Professional Concerns Committee and the Chair of Curriculum and Instruction and possible removal from the Program.

a. Readings, Viewings, Postings. This course is divided into 6 modules. Class documents, assignments, handouts, and reviews will be posted on Blackboard and available for reading prior to the due dates. See Textbook Requirements.
b. Submissions. All assignments will be posted on Blackboard and when assignments are to be submitted on Blackboard, then a specific place will be designated for those submissions. Some assignments will be required to be turned in as a hard copy to the professor, and/or shared with the class or part of the class.
c. Revisions. The opportunity to revise an assignment and resubmit for re-evaluation is left to the discretion of the instructor. Assignments that are incomplete and of very poor quality will not be considered for resubmission. Remember, **GROWTH not GRADES**! However, we know that grades are important. For this reason, you will have the opportunity to "fix, re-do, do-over" your assignments if you are not satisfied with your grade. If you choose to re-do an assignment, you must make an appointment with the professor to meet and discuss the resubmission. Then the **resubmission must be made according to the established agreement**.

Check BLACKBOARD and your E-MAIL account often. I will often send comments, clarifications, and urgent messages through e-mail. On Blackboard, I will also post assignments and documents. There may be homework reminders for the next class sent to you through e-mail.
IN OTHER WORDS: CHECK YOUR SHSU EMAIL OFTEN!!!!!!!
Consider this: You need to begin to sever your personal email from your professional email.

Tk20 Account

The Tk20 Account **is** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: https://tk20.shsu.edu/

Attendance Policy for the Companion Course

Regular and punctual attendance is required for the companion course and student teaching experiences. The three hours of absence provided by university policy should be used carefully for illness and emergencies.

Attendance (absences, tardiness, early exits) will be documented each day. Each absence above one will negatively impact your grade in this course. On the second absence, a letter will be sent to the Chair of the Department of Curriculum and Instruction. This letter will be added to your file. On the third absence, you will be invited to a meeting where we will discuss your ability to successfully complete this class. In addition, a letter will be sent to the Professional Concerns Committee. This

letter will also be added to your file. This information will also be used to decide borderline grades and to write letters of recommendation. Students should discuss each absence with the instructor.

Daily grades are given for in-class assignments. In-Class assignments **cannot** be made up, so attendance is essential. Assignments need to be turned in on the due date. If for some reason you are unable to bring in an assignment, email it or have a friend bring it in when it is due. Late work will result in deductions from your grade and will negatively impact your professionalism grade.

I will only take responsibility for having handouts and materials at class on the day initially provided. If you have to be absent, be sure you have arranged for a peer to obtain materials for you. **Check Blackboard regularly for announcements and materials**.

Tardiness and early exits are cumulative. Recurring instances of tardiness and early exits will be dealt with on an individual basis and may be grounds for contacting the Professional Concerns committee.

To receive your final grade for this course, **you must complete all program requirements** by the assigned due dates.

Student Interaction Policy: Relates to **Sam Houston State University Academic Policy Statement 100728**

- ❏ Do NOT communicate with any public school student inside or outside school unless it concerns academics or classroom learning.
- ❏ Do NOT text/e-mail students or access student MySpace, Facebook, or other social media sites.
- ❏ Do NOT call students on their cell phones or home phones.
- ❏ Contact with students outside of school is prohibited.
- ❏ Do NOT give students rides or socialize with them or their families.
- ❏ Never be alone with any student, male or female.

Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
  - o Procedures in Cases of Academic Dishonesty #810213
  - o Disabled Student Policy #811006
  - o Student Absences on Religious Holy Days #861001
  - o Academic Grievance Procedures for Students # 900823
- SHSU Academic Policy Manual – Curriculum and Instruction
  - o Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728
- Visitors in the classroom - Only registered students may attend class. Exceptions can be

made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. No visitors are allowed at the field experience location.

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

NCATE Standards

CAEP Standards

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge

Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiency (DDP) Standards

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

Standards Matrix:

Objectives/ Learning Outcomes	Activities	Assessments (including performance-based)	Conceptual Framework Texas Educator Standards/Competencies NCATE Knowledge & Skills Proficiencies DDP: Dispositions & Diversity Proficiencies
The Candidate will be able to analyze classroom arrangements for safety, effectiveness, and efficiency.	Based on literature research on effective classroom management, design and describe a classroom ideal for a diverse student population and for the candidates preferred type of instruction. Develop an effective assessment strategy for classroom arrangement.	Classroom Management Plan – Ideal Classroom Discussion of diversity required in an ideal classroom	CF1, CF3, TES: 2.19k, 2.20k, 2.21k, 2.22k, 2.18s, 2.19s N1c, N1f, N1g D/DP: 1,6,7,10
The Candidate will be able to investigate, develop and employ strategies for promoting and maintaining a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.	Examine personal beliefs about schools, students, teaching, and classroom management and create a personal philosophy of education essay and accompanying shield to represent these beliefs Positive Climate Experiment Based on literature research on effective classroom management, develop classroom procedures that minimize classroom disturbances and maximize student learning	Philosophy of Education Essay and Shield Positive Climate Reflection Classroom Management Plan – Classroom Procedures	CF1, CF3 TES: 2.6k, 2.8k, 2.9k, 2.10k, 2.11k, 2.6s, 2.8s, 2.9s, 2.10s N1b, N1c, N1f, N1g, N3c, N4a D/DP: 1,2,3,6,7,10
The Candidate is able to identify rules, consequences and rewards to effectively manage student behavior.	Teacher Look Experiment Based on literature research on effective classroom management, design and describe a plan to establish a classroom characterized by respect, compassion and high expectations for behavior and achievement.	Teacher Look Experiment Reflection Classroom Management Plan – Behavior Management Plan	CF1 TES: 2.14k, 2.16k, 2.15s, 2.14s N1c, N1f, N1g, N3c D/DP: 1,2,3,6,7
The Candidate will analyze a variety of communication methods to include students, administrators,	Based on literature research on effective classroom management, develop an effective proactive system of communicating with	Classroom Management Plan – Communication Plan	CF1, CF3 TES: 2.12k, 2.15k N1b, N1c, N1f, N1g, N4a

	parents.		D/DP: 1,5,6,7
counselors, other teachers, parents and other professionals (as needed) into students' learning.	Based on literature research on effective classroom management, plan techniques to ensure personal teacher time for every student Outline parent-teacher conferences, positive phone calls home.		
The Candidate will design a comprehensive plan for the first days of school.	Based on literature research on effective classroom management, develop a comprehensive plan to introduce a course, break the ice, and pre-assess students' prior knowledge	Classroom Management Plan – First Week Plan	CF1, CF 3 TES: 2.4k, 2.5k, 2.6k N1b, N1c, N1f, N1g D/DP: 1,5,6,7
The Candidate will reflect and analyze the course content and provide an appropriate assessment strategy.	Based on literature research on effective classroom management, develop a personal assessment strategy for success in the classroom. Writing Reflections IDEA Evaluation	Classroom Management Plan – Assessment Strategy Complete online IDEA Evaluation	CF1, CF2, CF5, TES: 2.4k, 2.5k, 2.6k N1c, N1f, N1g, N3c D/DP: 1,7,8, 10

For more information on Texas State Board of Educator Certification (SBEC)
see Educator Standards; for NCATE Standards,
see http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4

SHSU Conceptual Framework,
*see*http://www.shsu.edu/~edu_edprep/,
State Standards, see
http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp
State Standards: http://www.tea.state.tx.us/index2.aspx?id=5938

Bibliography:

Arterbury, E. and Hord, S.M. (1991) Site-based decision-making: It's potential for enhancing learned outcomes. http://www.sedl.org/pubs/catalog/items/cha10.html

Carjuzaa, J. and Kellough, R.D. (2013). *Teaching in the middle and secondary schools* (10th ed). Pearson: Columbus, Ohio.

Dodge, J. (2009). *25 Quick Formative Assessments for a Differentiated Classroom: Easy, Low-Prep Assessments That Help You Pinpoint Students' Needs and Reach All Learners.* Scholastic Teaching Resources.

Haycock, K. (2001). Helping all students achieve. *Educational Leadership*, 58(6), 6-11.

Kellough, R. and Kellough, N. (2007). *Secondary School Teaching: A Guide to Methods and Resources, third edition.* Pearson: Columbus, Ohio.

Moore, K. (2005). *Effective Instructional Strategies: From Theory to Practice.* Sage Publications, London.

Price, K. and Nelson, K. (2007). *Planning Effective Instruction: Diversity Responsive Methods and Management.* Thomson: United States.

Smith J.K. and Smith, L.G. (1994). *Education today: The foundations of a profession*, 231-259.

Stevens, D., & Cooper, J. E. (2009). *Journal Keeping: How to Use Reflective Writing for Learning, Teaching, Professional Insight and Positive Change.* Sterling, VA: Stylus.

Tate, M. (2003). *Worksheets Don't Grow Dendrites: 20 Instructional Strategies that Engage the Brain*. Corwin Press: Thousand Oaks, California.

See additional resources in the Readings Section of Blackboard.

Student Teaching Calendar per http://www.shsu.edu/academics/education/educator-preparation-services/program-services/field-experiences/level-III/student-teaching-calendar.html

Date (Subject to Change)	Event - All events are required
*Jan. 4-12	Companion Courses Meet
Jan. 13	Student Teacher Orientation (9-3)
Jan. 16	Martin Luther King Day
Jan. 17	Student Teachers meet with University Supervisor (1-3) University Supervisor Orientation (9-12)
Jan. 18	First Assignment of Student Teaching begins
Feb. 24	Dispositions and Diversity Proficiencies Reflections due in TK20
Feb. 24	Mid-term online evaluations open on Tk20
Feb. 28	Last Day of 1st Student Teaching Assignment
March 1	Second Assignment of Student Teaching Begins (Student Teacher will follow the calendar for Spring Break of the district they are assigned to)
March 13-17	Sam Houston State University Spring Break
April 6	Final online evaluations open
April 12	Teacher Job Fair (9-12), CISE 4394 Class Meeting at TWC (12:30-2:30) Mock Interview Day (2-5)
May 4	Final Assignment of Student Teaching ends
May 5	Celebration Seminar
May 12-13	COMMENCEMENT