

Dewar College of Education and Human Services
Valdosta State University
Department of Adult and Career Education

ACED 4710
Classroom and Laboratory Management
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

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 #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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 #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

COURSE DESCRIPTION

Principles and strategies for managing the classroom and instructional laboratory. Emphasis is placed on establishing an effective learning environment, minimizing disruptive student behavior, and responding properly to discipline problems.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Sprick, Randall (2013). *Discipline in the Secondary Classroom*, 3rd Edition. Jossey Bass: San Francisco.

COURSE OBJECTIVES *(Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).*

Upon completion of this course, the student will be able to:

- CO 1. explain basic psychological needs of students and how these needs affect student achievement and behavior in the classroom and laboratory. (II)
- CO 2. explain traits that lead to positive relationships between students and between students and the instructor. (III)
- CO 3. describe and utilize various motivational strategies to improve student participation in the learning process. (III)
- CO 4. develop a classroom management plan that contains appropriate rules and procedures for use in his or her classroom and laboratory. (III)
- CO 5. demonstrate the ability to work with parents and administrators to improve student behavior and performance in the classroom and laboratory. (III)
- CO 6. respond appropriately to discipline problems in the classroom and laboratory. (III)
- CO 7. develop individual change plans for disruptive students. (V)

- CO 8. explain procedures for dealing with violent or potentially violent behavior in the school or at a school-sponsored activity. (III)
- CO 9. analyze factors associated with a “student-centered/teacher-controlled” classroom and compare these factors with other classroom approaches. (III)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Participation in Weekly Discussion Assignment: Students will participate on a daily basis in discussions utilizing the online discussion forum. (CO 1-9)
2. Philosophy on Classroom Management Statements Activity: Students will develop a paper, supported with relevant research that describes their personal philosophies related to classroom and laboratory management. (CO 1-9)
3. Weekly Assignments: Students will complete assignments as detailed on the course schedule, including regular participation in the course discussion forum. (CO 1-9)

Notes: All written assignments will be submitted to the instructor using BlazeView, unless otherwise directed on the course schedule. All assignments must be submitted by the assigned due date/time. Late submissions will be penalized by 33.33% for each day that it is submitted late, unless previous arrangements are made with the instructor.

*The discussion board must be monitored daily, with an original post (up to 40% of weekly discussion grade) made by each student relevant to the discussion item no later than midnight on Tuesday of each week and then must provide a **detailed** reply to at least three other student's posts (up to 60% of weekly discussion grade) over the remainder of the discussion. In addition, brief replies and comments must be made on a regular basis throughout the discussion. The Module Activities Table should be reviewed for the exact time period of the discussion for each module.*

COURSE EVALUATION

Weekly Assignments

(10 percent per week X 6 weeks)-----60 percent
 Participation in Weekly Discussion-----30 percent
 (5 percent per week X 6 weeks)
 Philosophy on CM Statements-----10 percent

Total-----100 percent

GRADING SCALE

90-100 = A
 80-89 = B
 70-79 = C
 60-69 = D
 0-59 = F

INDIVIDUALIZED ASSIGNMENTS AND MAKE-UP WORK

Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.

ATTENDANCE POLICY

This class is primarily a web-delivered course. All students are expected to participate in all on-line discussions and class activities. Students are required to have ready access to the internet and to monitor the website frequently each week (at least three times a week) throughout the course. Any student in violation of these policies is subject to being dropped from the course or may be given a grade of "F". Allowances will not be made for late or missing activities or assignments due to vacations or personal activities.

PROFESSIONALISM

All students are expected to perform and act in a professional manner at all times. This includes personal and electronic interaction with other students, professors, and consultants who work with the program. Students are expected to complete all assignments on time and to stay in frequent contact with their instructors. A backup copy of all submitted assignments should be maintained by the student. In the case of confusion or unclear expectations, the student should contact the instructor to clarify the issue.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Further class policy includes: all work in this course must be the student's own individual effort. Students are not allowed to recycle work from another course and cannot have another student (or person, or website) do any of the student's assignments, assessments, and interactions (discussions). Assignments are to be original to this course and this term. If students are having problems with an assignment it is best to ask the instructor for help and not another student. These are all violations of the Academic Honor Code and the policies of this course.

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348

(TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.