

ACED 7710
Managing the Classroom and Laboratory Environment
3 Semester Hours

College of Education
Valdosta State University
Department of Adult and Career Education
Conceptual Framework: Guiding Principles
(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 life-long 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.

Positively Impacting Learning Through Evidenced-Based Practices

REQUIRED TEXTBOOK

Sprick, Randall (2006). *Discipline in the Secondary Classroom*, 2nd Edition. Jossey Bass: San Francisco.

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.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

COURSE OBJECTIVES (CO):

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, except as 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 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 over the remainder of the discussion.

COURSE EVALUATION

Weekly Assignments

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

Total-----100 points

GRADING SCALE

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

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. Prior approval is required for late submissions due to professional activities.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

THIRD OFFENSE: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see SafeAssign for Students at <http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>.

SPECIAL NEEDS 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 sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

INSTRUCTOR

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