San Diego State University
School of Teacher Education
TE 902
Classroom Management
Spring 2013
San Diego Partnership Block

Instructor: Catherine Close
Phone / FAX: (858) 481-9076
Email Address: czclose@san.rr.com

Office Hours: Before or after class or by appointment

Course Overview and Description:

This course seeks to introduce students to best practices for managing classroom engagement and behavior with an emphasis on a positive, supportive and learning focused classroom environment. Through readings, class discussions, observations and collaborative problem solving, students will identify positive strategies that promote student effort and academic engagement in an equitable and fair manner for all students. Ultimately students in this course will develop their own philosophy and plan for establishing a caring community in their classroom where students work responsibly and demonstrate courtesy and respect towards others.

Student Learning Outcomes: (Addressing the following TPEs 5, 8, 10, 11, 12, 13)
Upon completing this course you will be able to:

- Identify, define and discuss the various elements/components of an effective classroom management plan including designing and engaging lessons that encourage student participation and point of view, teaching and modeling expectations, demonstrating fairness and acceptance of all students including teacher to students and students to students and understanding the role that gender, age, prior experience, family and culture have on student behavior.

- Identify and discuss various effective and supportive strategies, that promote positive classroom management and student engagement such as room environment, teaching rules and routines, being “invitational” and welcoming as a teacher, directly teaching and guiding students in practicing appropriate and desired behaviors, providing specific positive feedback and reinforcement for desired behaviors, etc.

- Use a peer collaborative “problem solving approach” to objectively identify and discuss a student behavior issue/problem, develop and implement a positive behavior plan and evaluate the success of this student behavior plan including identifying follow-up steps or actions.

- Identify and articulate your personal philosophy and beliefs for creating and maintaining an effective classroom environment that promotes social development and responsibility and supports student learning.

- Design/describe a classroom management plan that embodies/reflects your philosophy and beliefs about student learning and engagement.

Required Readings:
- Text: Tools for Teaching by Jones
- Selected articles and handouts,
- PowerPoint or other technology presentations
Course Requirements and Assignments:

1. Acts Professionally (TPE 12): (15% of grade)
   The following criteria will be considered: Failure to meet as few as 1 or 2 of these expectations could result in receiving 0% credit for this requirement.
   - Becomes familiar with and follows all expectations and laws relating to professional conduct and student privacy, health and safety as described in the SDSU Credential Program Handbook and state and district policies.
   - Demonstrates a positive, collegial and collaborative attitude – avoids complaining.
   - Demonstrates initiative by fulfilling classroom and professional obligations in a timely manner.
   - Actively participates in classroom discussions and activities with peers and instructor.
   - Demonstrate an openness and respect to the ideas and opinions of others.
   - Communicates respectfully including avoiding gossiping about others.
   - Dresses appropriately based on guidelines discussed in class.

2. Demonstrates Professional Growth: (TPE 13) (15% of grade)
   The following criteria will be considered. Failure to meet as few as 1 or 2 of these expectations could result in receiving 0% credit for this requirement.
   - Uses feedback and suggestions on assignments to show improvement or growth in demonstrating the various TPEs (Understanding of student learners and applying effective pedagogical skills and behaviors.)
   - Takes an active responsibility to incorporate corrective measures when advised – self examines rather than blames others.
   - Has good attendance (misses less than 20% of class hours) contacts the instructor by e-mail or phone when needing to be absent.
   - Completes ALL homework and classroom assignments in a timely and professional manner. (Timely is defined as the specified due date or a renegotiated due date previously discussed and agreed upon between the student and instructor.)
   ***Students will have an opportunity to re-do any assignment for a higher grade/credit, if the assignment is originally submitted at the designated or renegotiated due date.

3. Reflects on personal beliefs and biases in relation to PROVEN positive and effective strategies that promote student engagement and learning as reflected in assigned text, articles, web-resources. Actively synthesizes these two elements as demonstrated in reading reflection log and during class discussion and activities with peers. (TPEs 5, 8, 10,11 and 12) (20% of grade)
   This assignment includes:
   - Read assigned chapters, PowerPoint presentations and various journal or web articles as outlined in class or homework syllabus.
   - Thoughtfully completes all prompts/questions in Reading Reflection Log.
   - Actively participate in small group and whole class discussions based on textual readings or homework assignments.
     - Class discussions may be accompanied by written instructional activities and/or oral presentations and responses done in class, which will be a part of your grade.

4. Develops and implements a Positive Behavior Change Plan: (TPE 8, 11 and 12) (20% of grade)
   Using a peer collaborative approach, you will identify, develop and implement a positive student behavior plan/strategy. After a 2 to 3 week implementation you will write a 3-4 page paper describing the presenting problem, your intervention plan and evaluating the success (or not) of your plan/strategy and what your next steps will be.
5. Designs and articulates a personal statement(s) on classroom management. 
(TPEs 5, 8, 10, 11 and 12) (20% of grade)
Based on your experiences, observations, readings, reflections and class discussions you will articulate your own beliefs and approach to creating a positive, learning focused classroom environment that supports all students. Your personal statement(s) will be in response to 1 or 2 assigned prompts taken from interview and application questions. Written responses will be NO MORE THAN 1 ½ pages PER QUESTION.

Major Assignment due dates:

- Reading Reflection Log – November 20, 2013
- Final paper answering specific questions/prompts about your philosophy and approach to classroom management no more than 1 to 1 ½ pages in length per question – December 3, 2013.
- Positive behavior change plan with supporting documentation and a written reflection on the outcome of “your plan” – December 3, 2013.

All papers must be typed, 10 or 11-point font, 1 ½ OR double-spaced.

Course Evaluation:

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Cheating an/or Plagiarism is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Penalties for cheating and plagiarism will range from an F on a particular assignment, through the possibility of an F for the entire course.

Syllabus is Subject to Change: This syllabus and schedule of assignments are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Special Notifications:

Accommodations: The University is committed to providing reasonable academic accommodation to students with disabilities. If you expect or need accommodation through the Americans with Disabilities Act, please notify your instructor, Catherine Close, by Sept 11, 2013 as well as contact the Student Disability Services Office at http://www.sa.sdsu.edu/dss/dss_home.html or (619) 594-6473 so that reasonable efforts can be made to accommodate you.

Religious Observances: University Policy includes the following statements: “By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances.” Please notify your instructor, Catherine Close, in a timely manner if you will miss class for religious observances.