**CAMPBELLSVILLE UNIVERSITY**

**COURSE SYLLABUS**

# PLEASE TYPE. DATE Fall 2016

ACADEMIC UNIT School of Education

Please check to indicate this course has a service learning component.

FACULTY Susan Blevins

Discipline Course# Section

Title of Course Credit Hours Cross Reference

(if applicable)

ED 416-01 P-12 Classroom Management 3

TEXTBOOK Required Not Required

Author

Title Classroom Management P-12

Publisher Pearson

Date of Publication 2016

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
   1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
   2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
   3. Supplemental reading assignments or outside work required.
   4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: Beverly Ennis Date Copy Received

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received

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*Campbellsville University*

**School Of Education**

**Fall 2016**

**ED 414-01 P-12 Classroom Management**

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**“Empowerment for Learning”**



**Textbook:** Classroom Management P-12. (2016). Columbus, OH: Merrill Prentice.

**Pre-requisites**: CAP 2

**Course Description:** This course is designed to learn about and reflect upon differing classroom management theories and techniques, as well as various teaching and assessment strategies, with the purpose of creating classroom environments that focus on ways of empowering students to become self-regulated learners.

**PROFESSIONAL STANDARDS addressed in this course:**

**Kentucky Teacher Standards (*KTS*)**

Standard 1 The Teacher Demonstrates Applied Content Knowledge

Standard 2 The Teacher Designs and Plans Instruction

Standard 3 The Teacher Creates and Maintains Learning Environment

Standard 4 The Teacher Implements and Manages Instruction

Standard 5 The Teacher Assesses and Communicates Learning Results

Standard 6 The Teacher Demonstrates the Implementation of Technology

Standard 7 Reflects On and Evaluates Teaching and Learning

Standard 8 Collaborates with Colleagues/Parents/Others

Standard 9 Evaluates Teaching and Implements Professional Development

Standard 10 Provides Leadership Within School/Community/Profession

**CU Diversity Proficiencies (from KTS)**

KTS 1.2 Connects content to life experiences of student

KTS 2.2 Uses contextual data to design instruction relevant to students

KTS 2.4 Plans instructional strategies & activities that address learning objectives for all students

KTS 3.3 Values and supports student diversity and addresses individual needs

KTS 4.2 Implement instruction based on diverse student need & assessment data

**Teacher Professional Growth and Effectiveness Standards (*TPGES*)**

Domain 1Planning and Preparation

Domain 2 Classroom Environment

Domain 3 Instruction

Domain 4 Professional Responsibilities

**Interstate Teacher Assessment and Support Consortium** (***InTASC***)

InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**International Literacy Standards (*ILS*)**

Standard 1 Foundational Knowledge

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (*CAEP*)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

**SPECIFIC OBJECTIVES:**

Upon completion of this course, you will have gained an understanding of the following principles related to classroom instruction and management:

1. Students will gain understanding of the criteria related to developing a

portfolio based on the Kentucky Teacher Standards (KTS) and write rationales for the artifacts included in their portfolios. (**Portfolio and Clinical Experiences)**

2. Students will analyze and evaluate classroom management theories in order to   
 create their own Classroom Management Plan. **(Portfolio and Classroom Management Plan Binder)**

1. Students will learn the principles for organizing and managing a positive learning climate and a safe environment. **(Portfolio and Classroom Management Plan Binder and Lessons Taught)**
2. Students will understand and apply strategies for differentiating instruction in the classroom. **(Portfolio and Lessons Taught)**

5. Students will explore various aspects of becoming an effective teacher. **(Portfolio, Book Study, and Lessons  
 Taught)**

**COURSE TASKS/Requirements:**

**Daily Attendance and Participation**

Students will be participating in an inverted classroom during this semester. All inverted assignments will be posted on Tigernet and will be worth 10-20 points each.

Students will also take 3 paper and pencil exams.

**Clinical and PPD Experience KTS 1-10-Domains 1-4-CAEP 2**

Students will log a total of 40 hours with their cooperating teacher. If a student is assigned two cooperating teachers, then they will log 20 hours each.

Students will teach a total of 2 lessons using **2 different co-teaching strategies** in their placement. These lessons will require Lesson Plan SOE 2 and Lesson Analysis and Reflection SOE 4 (with student work samples). If a student has two placements then 1 lesson should be taught in each placement.

Students will keep a journal of their clinical experiences. More specific instructions will be given on clinical experiences as they relate to course material. (Please see journal rubric.)

Students will attend at least 5 PPD workshops and reflect those experiences in the journal. Students must complete 4 modules on Promoting Positive Behavior in the Classroom which will count as 2 PPD workshops. This training will be completed on-line and students are required to print 2 certificates.

Students must attend an Orientation to Student Teaching as part of their final exam.

**Assignments/Projects/Research**

**CAP 3Portfolio: KTS 1-10-Domains 1-4-ILS 1 and 6-CAEP 1**

Students will assemble artifacts from their completed work from education courses for their CAP 3 Portfolio. Students will write rationales to introduce each section of their CAP 3 Portfolio.Students will complete a CAP 3 self-assessment of their PPGP and evaluate their progress from CAP 2. From this information students will develop a CAP 3 PPGP which will be implemented during student teaching.

**Classroom Management Binder KTS 3 and Domain 2**

Students will update their philosophy of education to use as the introduction to their classroom management plan.Students will develop their own Classroom Management Plan Binder.

**7 Habits of Highly Effective People Book Study KTS 8, 9, 10-Domain 4-ILS 6**

Students will work in a collaborative group to present sections of the book AND write a reflective paper over the book *The 7 Habits of Highly Effective People* by Stephen Coveyas their final exam.

**Professional Learning Communities/Collaboration KTS 8-10-Domain 4-ILS 6**

Students will work collaboratively in groups to research and make 3 presentations related to course material.

**EVALUATION Process and expectations:**

**Exams 300 points  
 Classroom Management Binder 100 points  
 Presentations 300 points**

**Clinical and PPD Hours/Reflections 250 points**

**Lessons taught in placement(s) 100 points**

**Book Study Final Paper 50 points**

**Class Inverted Assignments 10-20 points each**

**GRADING SCALE:**

**A 92-100**

**B 84-91**

**C 74-83**

**D 65-73**

**F Below 64**

**RUBRICS: Rubrics will be provided for all assignments as they are assigned in the course.**

**Disability Statement:**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Plagiarism Policy**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**\*\*\* School of Education Attendance Policy:\*\*\***

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure.  An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy.  Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence.  More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly.  This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

**Incomplete Statement**

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility.  All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

**Communication Requirement**

Students are expected to activate and regularly use the university provided email domain (studentname@stu.campbellsville.edu) for all email communication for this class.