| **PROFESSOR:** |  |
| --- | --- |
| **OFFICE LOCATION:** |  |
| **OFFICE HOURS:** |  |
| **PHONE NUMBER:** |  |
| **E-MAIL:** |  |
| **SEMESTER:** |  |
| **DELIVERY METHOD:** |  |

# COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:

## EDG 3410 Classroom Management and Communication (3 Credits)

This course covers the principles, strategies and methods for creating an effective learning environment that encourages positive social interaction and communication among members of the learning community. The course emphasizes attitudes, language patterns, values and behaviors for eliciting and maintaining student learning as well as on-task behaviors. The course also includes methods and strategies for consulting with other school professionals and parents. The teacher candidates will also learn classroom management skills specifically for English Language Learners (ELL) and students with exceptionalities (ESE). Teacher candidate will complete 15 hours of foundation level field experience during this course.

## PREREQUISITES FOR THIS COURSE:

Admission into the Bachelor of Science in Education Program or special permission from the Dean of the School of Education; Prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of “C” or better: ENC 1101 English Composition I, ENC 1102 English Composition II, and three semester hours of college level mathematics; or permission from the appropriate academic dean.

### CO-REQUISITES FOR THIS COURSE:

None

## GENERAL COURSE INFORMATION:

Topic Outline

* Creating and sustain a safe, efficient, supportive learning environment
* Record keeping and documentation processes necessary for student performance, attendance, contact information and teacher candidate artifacts
* Theories of classroom and behavior management
* Formation and importance of classroom rules, consequences, and intervention processes including intrinsic and extrinsic reward systems
* Understanding of reflective listening and nonverbal communication skills
* Reflective teaching practices that will enable them to enhance their communication skills and knowledge base
* Classroom Management strategies and communication skills for ELL and ESE students

## ALL COURSES AT FLORIDA SOUTHWESTERN STATE COLLEGE CONTRIBUTE TO THE GENERAL EDUCATION PROGRAM BY MEETING ONE OR MORE OF THE FOLLOWING GENERAL EDUCATION COMPETENCIES:

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

1. General Education Competencies and Course Outcomes
2. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

* General Education Competency: Research
  + Course Outcomes or Objectives Supporting the General Education Competency Selected:
  + The teacher candidate will investigate circumstances that tend to influence inappropriate classroom behavior in a K-12 setting.
  + The teacher candidate will develop a plan to manage subsets of the environment that effect classroom management.
  + The teacher candidate will integrate research to design a plan that creates a positive classroom environment to accommodate a diverse group of learners, including special needs students and culturally and linguistically diverse students.
  + The teacher candidate will collaborate with parents, professional and preprofessional teachers to research ideas, knowledge and information leading to positive and appropriate student behaviors.
  + The teacher candidate will research circumstances that tend to influence inappropriate classroom behavior in K-12 settings.
  + The teacher candidate will synthesize research to manage challenging behaviors.

1. Other Course Objectives/Standards

* The teacher candidate will formulate a plan depicting how to manage challenging behaviors.
* The teacher candidate will analyze and apply the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida to K-12 scenarios.
* The teacher candidate will synthesize research to create a positive classroom environment to accommodate a diverse group of learners, including special needs students and culturally and linguistically diverse students.

**SPECIFIC COURSE COMPETENCIES:**

**Critical Task Assignments and/or Assessments**

At the conclusion of this course, teacher candidates will demonstrate competency in the following Preprofessional Florida Educator Accomplished Practices (FEAPs), Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

**FSAC - Florida Subject Area Competencies and Skills**

**FEAP - Florida Educator Accomplished Practices**

**PEC - Professional Education Competencies**

**ESOL T.S. - Florida Teacher Standards for ESOL Endorsement**

**ESOL K-12 - English Speakers of Other Languages K-12 Competencies**

***\**** *The numbers and letters in the graph below correspond to the standards, indicators and competencies found above.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| COURSE | FSAC | FEAP/PEC | READING | ESOL T.S. | ESOL K-12 COMP |
| EDG 3410 Classroom Management | 1.2, 4.5, 5.3, 18.2, 18.3, 20.2 | 2a, 2b, 2d, 4e, 5e, 5f, 6 | 1.A.6, 2.A.2, 2.B.1, 2.B.2, 4.15 | 3.1.c, 4.1.b, 5.2.a | 3, 4, 11 |

**RELATIONSHIP OF COURSE TO PROGRAM GOALS AND NATIONAL SPECIALIZED PROGRAM ASSOCIATION STANDARDS:**

This course is part of the Florida SouthWestern State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Secondary Biology or Mathematics. This program Complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

## DISTRICT-WIDE POLICIES:

### PROGRAMS FOR STUDENTS WITH DISABILITIES

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <https://www.fsw.edu/adaptiveservices>.

### REPORTING TITLE IX VIOLATIONS

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct. Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu). Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online. Additional information and resources can be found on the College’s website at <https://www.fsw.edu/sexualassault>.

## REQUIREMENTS FOR THE STUDENTS:

**Behavior Management Project**

Teacher candidates will research a topic pertinent to the field of behavior management and create a behavior management plan for an assigned student or class of diverse students. The project will include a cover page, a student behavior contract, behavior management plan for the classroom, behavior management plan for the individual student, and research supporting the plan. Consideration should be given to the needs of culturally and linguistically diverse students, as well as students with exceptionalities as appropriate. The project will follow the APA guidelines for all tables, graphs and bibliographical format and should demonstrate a cursory knowledge of the area being investigated including relevant theories and philosophies. A minimum of five sources is required. Topics must be approved by instructor.

**Reflective Journal: Classroom Management of Diverse Students**

Following the format of *Teaching in the Real World: Strategies to Survive and Thrive* (Zukergood & Bettencourt, 2009), you will engage in a letter exchange with a peer. The letters will be in the style of a reflective journal. You will write one letter (no less than 400 words) and one response letter (no less than 250 words) that corresponds for each of the weeks, 1-7. You will reflect on the issues discussed by the text’s teacher candidate and the mentor professor and how they relate to course content and field experiences. The letters may also discuss the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida, The Florida Consent Decree, implications of behavior management strategies for diverse populations, and formal pedagogical practices for future use in your classroom.

**Florida Consent Decree**

Teacher candidates will participate in a group discussion of [League of United Latin American Citizens LULAC) et al. v. State Board of Education Consent Decree, 1990 ,](http://www.fldoe.org/aala/lulac.asp) (http://www.fldoe.org/aala/lulac.asp) specifically [Section III: Equal Access to Appropriate Categorical and Other Programs for ELL Students](http://www.fldoe.org/aala/lulac.asp#three) (http://www.fldoe.org/aala/lulac.asp#three); subsection 10: Discipline. Group Discussion Subsection III, Subsection 10: Discipline. Teacher candidates will then write a brief summative essay of the discussion.

**Professional Teacher Interview Project**

Teacher candidates will conduct two separate interviews with teachers practicing in a field of study related to teacher candidate’s area of discipline to discuss appropriate behavior management strategies. The interview must include questions regarding how the teachers organizes, allocates, and manages resources of time, space, and attention to maximize their classroom efficiency. APA format should be used. The project shall include, but not be limited to, a summary of the interview with regards to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida, implications of behavior management strategies, and formal pedagogical practices for future use in teacher candidate’s classroom. Research in support or negation of the strategies implemented by the interviewee regarding ethics, pedagogy, and adherence to legislation including the Florida Consent Decree, and Individuals with Disabilities Act must be included in the project.

**Exams and Quizzes**

Quizzes and exams will cover course content, related legislation (e.g. relevant subsections of the Florida Consent Decree, IDEA, Section 504C, and Title IX). An additional exam will include the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida, pertinent laws and current legislation.

**Ethics Exam: Classroom Management**

Teacher candidates will take a situational based exam that includes the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida, pertinent laws, current legislation, and ethical principles for K-12 educators.

**Simulated Parent Conference**

Teacher Candidates will participate in a simulated parent conference in which the teacher candidate will share assessment data and behavior management issues with another teacher candidate acting as a parent. The background and situation of the student in question will be assigned by the instructor. The rubric for this assignment will measure the teacher candidate’s ability to relay the information to the parent in a clear and concise manner.

**Final Exam**

Students will complete a final exam to demonstrate mastery of the course content including related legislation (e.g. relevant subsections of the Florida Consent Decree, IDEA, Section 504C, and Title IX). An additional assessment will include the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida, pertinent laws and current legislation.

## ATTENDANCE POLICY:

After missing three hours of class, teacher candidates will not be admitted to class without completing the School of Education Attendance Contract, which should be submitted to the professor. Each absence thereafter will result in a 10% reduction of the overall grade.  Issues of appeal will be reviewed by the administrative office in the School of Education.

Teacher candidates are expected to be in class on time. Each tardy will be counted as 30 minutes toward an absence.

## GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| **Grade Percent** | **Letter Grade** |
| --- | --- |
| 90 - 100 | A |
| 80 - 89 | B |
| 70 - 79 | C |
| 60 - 69 | D |
| Below 60 | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

## REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

## RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

## CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

## ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

**Academic Integrity**

Cheating/Plagiarism is defined as the intentional misrepresentation of another person's work as one's own work. Academic Dishonesty includes, but is not limited to, cheating, plagiarism, and fabrication of information. Teacher candidates should refer to the policies of the college in the handbook for further information.

1. **Cheating** – The improper taking or tendering of any information or material, which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student, working together with another individual(s) on a take home test or homework when not specifically permitted by the professor; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after having taken an exam' giving or selling a term paper or other written materials to another student, sharing information on a graded assignment.
2. **Plagiarism** – The attempt to represent the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation or with improper citation on an exam, term paper, homework, or other written materials or oral presentations. Plagiarism also includes submitting all or part of a previous assignment without documenting it is original work from another course, semester, or assignment, even if it is one’s own work.  
     
   The FSW State College academic integrity policy procedures in the student handbook (<http://www.fsw.edu/academics/catalog1516>) will be followed in the event of academic dishonesty.

**APA 6th Edition:**  All teacher candidates will be expected to follow the guidelines delineated in the American Psychological Association (APA) Publication Manual (6th Edition) when completing writing tasks. Although not required, it is strongly suggested that candidates have a copy of the manual on hand for reference when writing. Numerous resources are available online. Resources will also be provided by the professor. Points will be deducted for incorrect APA 6th formatting for critical tasks.

**Course Participation:** This course requires active participation. Teacher candidates should be prepared to participate during all class activities and complete quizzes/writing assignments based on weekly readings. Participation points will reflect the quality of weekly participation and quizzes/writing assignments.

**Course Technology:** The FSW Canvas portal is an integral part of the curriculum. Teacher candidates will find course content and information, assignment submission links and grades, and other critical information. All online communication should take place within the portal. If the portal is unfamiliar it would be beneficial to work through the Canvas Student Orientation activities. A link can be found on the course welcome page.

In this day of technology, technical issues are not an excuse for late or lost work. Teacher candidates are encouraged to submit their work prior to deadlines to allow for scheduled technical upgrades, weather problems, or personal technology issues. Back up work to a USB Drive or external hard drive so it can be uploaded from any computer even if primary technology develops a virus, crashes, or other issue. If an assignment needs to be submitted via Livetext and/or Canvas and they not available for some reason, the assignment may be emailed to the professor’s school email so that it is date and time stamped then keep trying to submit via the required portal.

**Critical Task Revision Policy:** Any Critical Task receiving a grade less than 75% must be resubmitted to the professor. ***The Critical Task must be revised and resubmitted within two weeks of the Critical Task being returned to the teacher candidate***.  For example, if a Critical Task is returned by the professor to the teacher candidate on October 15th, the Critical Task must be resubmitted by October 29th. Failure to receive a 75% or higher on all assigned Critical Tasks will result in a failing grade for the course regardless of the overall course average. If the two-week revision window expires after the last day of final exams, the professor will issue a grade of “Incomplete” for the course. ***If the Critical Task is not resubmitted within the two-week window, or does not receive a 75% or higher, it will result in a failing grade for the course regardless of the overall course average***. Revising a Critical Task may not necessarily result in a change in the overall course average.

**Field Experience:** Field experience is ***active field experience participation*** (not observation). Teacher candidates will work with the Field Experience Coordinator for placement with a mentor teacher. Mentor teachers will complete an ungraded mid-semester checkpoint as well as a final evaluation. It is strongly suggested that the hours be spread throughout the semester so that mentor teachers can more accurately assess a teacher candidate’s strengths/needs prior to completing the final evaluation. For more information regarding field experience, including the evaluation rubric, please refer to FSW’s field experience handbook.

**Late Assignment Policy:** The penalties for late critical task assignments are as follows:

* 1 day late = 10% grade reduction of task
* 2-6 days late = 20% grade reduction of task
* 7+ days late = zero points earned towards course grade

The critical task must still be completed according to the critical task revision policy.

Non-critical tasks will not be accepted late. If a teacher candidate misses the deadline for a non-critical task, zero points will be awarded for the task.

**Personal Technology:** All personal communication technology should be turned off or silenced during instructional time unless it is being used for a class activity or to access course resources. If a teacher candidate must take/make a call during class, please try to minimize disruption as much as possible by stepping outside until business is finished. There should be no text messaging during instructional time within the classroom setting. Some course activities require technology with Flash capability, notice will be given in advance so teacher candidates may come prepared on those days.