

The University of Houston Clear Lake  
School of Education  
FALL 2013



Applied Critical Thinking Statement: This course has been authorized by UHCL as an Applied Critical Thinking (ACT) Course which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student's ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student's personal life). Based on the Foundation for Critical Thinking (<http://www.criticalthinking.org/>), critical thinking involves thinking for a *purpose*, asking *questions*, using *information*, applying *concepts*, drawing *inferences and conclusions*, identifying *assumptions*, anticipating *implications and consequences*, and recognizing *points of view*. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include *clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness*.



Excellence, Innovation  
and Leadership in a  
Learner-Centered  
Community



***NCATE:*** UHCL is one of only 14 universities in Texas accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U.S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting NCATE accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, NCATE works to make a difference in the quality of P-12 education.

**TCED 4034.01 - Creating a Positive Learning Environment**

**Instructor: Christine Callahan**

**Office: Bayou 1125 - 2700 Bay Area Boulevard, Houston, Texas 77058-1098**

**Office phone: (281) 283-3550 Fax: (281) 226-7554**

**E-mail: [callahan@uhcl.edu](mailto:callahan@uhcl.edu)**

**Office hours: Monday 2:30-3:30pm and Wednesday 5:30-6:30pm or by appointment**

**Secretary Debbie Mitchell's phone number: (281) 283-3550**

**Course Bldg/Room Assignment: Bayou 2235**

**Course Days and Time: Wednesday 7-9:50pm**

**Required Text:** Evertson, C.M., & Emmer, E.T. (2013). *Classroom Management for Middle and High School Teachers*, 9<sup>th</sup> Edition, Pearson. (ISBN-13: 978013268968-7)

**Recommended Texts:**

Wong, H., *First Days of School*

Jones, F., *Tools for Teaching*

Rutherford, P. *Why Didn't I Learn This in College*

Payne, Ruby, *A Framework for Understanding Poverty*

**COURSE CATALOG DESCRIPTION**

This course explores theories and strategies for guiding children's behavior and for effectively managing classroom environments. Focus will be on approaches that promote autonomy in children.

**I. INSTRUCTOR'S ADDENDUM TO COURSE CATALOG DESCRIPTION**

The course will help candidates develop professional classroom management skills. **The central question of this course is, "How does a teacher create a positive learning environment in a middle or high school classroom based on the social, emotional and moral domains of children's behavior? Educators must think critically when choosing and implementing their management skills which create a positive environment because that environment directly impacts student learning.**

**This course is face-to-face but you also have access to the web-enhanced course materials. Access to important course materials and links is provided through BLACKBOARD <http://courses.cl.uh.edu:8900>.**

**You are responsible for reviewing the materials, and checking the course email by Sunday midnight for updates and important information.**

**ALL ASSIGNMENTS ARE TO BE SUBMITTED  
THROUGH THE BLACKBOARD E-MAIL**

**IF YOU HAVE NOT COMPLETED AN ASSIGNMENT BY THE DUE DATE AND TIME,  
YOU MUST SEND AN E-MAIL EXPLAINING WHY IT IS NOT SUBMITTED AND WHEN  
YOU PLAN TO SUBMIT IT.**

**For technical support with BLACKBOARD, please view the Student Support Site at <http://courses.cl.uh.edu>**

**METHODOLOGY**

This course will utilize interactive class discussions, readings, small group exercises, lesson and classroom planning, and videos to enable participants to effectively examine the realm of discipline and classroom management in the classroom.

**II. STUDENT LEARNING OBJECTIVES (SLOs)**

1. Develop a philosophy and practice statement regarding discipline in an intermediate or high school classroom.
2. **Analyze relevant data to draw logical inferences leading to selection of classroom management strategies that address the guidance of adolescents**
3. **Develop a simulated lesson based on relevant information that clearly addresses all learning styles.**
4. Role-play and determine a plan of action for a variety of guidance situations.

5. Compile a **final management plan** that evaluates published materials on discipline and classroom management and *accurately* describes and analyzes the *relevant question at hand*, based on the textbook and class activities, and develops a classroom management plan and lessons that reflect and *connect* selected chapter topics to the concepts of a positive learning environment. Topic issues include:
  - a. organizing your classroom and materials
  - b. choosing rules and procedures
  - c. managing student work
  - d. getting off to a good start
  - e. maintaining appropriate student behavior
  - f. communication skills for teaching
6. Assess approaches on development and autonomy.
7. Become aware of the professional responsibilities related to discipline and classroom management.

The end goal of these activities with respect to **Applied Critical Thinking** is to develop the student's **Intellectual Traits** – critical thinkers routinely apply intellectual standards to the elements of thought in order to develop the following intellectual traits:

- Intellectual Humility vs. Intellectual Arrogance
- Intellectual Courage vs. Intellectual Cowardice
- Intellectual Empathy vs. Intellectual Narrow-mindedness
- Intellectual Autonomy vs. Intellectual Conformity
- Intellectual Integrity vs. Intellectual Hypocrisy
- Intellectual Perseverance vs. Intellectual Laziness
- Confidence in Reason vs. Distrust of Reason and Evidence
- Fair-mindedness vs. Intellectual Unfairness

#### **University of Houston – Clear Lake Initial Teacher Certification Standards**

Standard 1 – Knowledge of the Subject Matter

Standard 2 – Professional Responsibility and Ethics

Standard 3 – Curriculum, Instruction & Assessment

Standard 4 – Learning Environment & Classroom Management

Standard 5 – Family & Community Involvement

**Note** – *A full description of these standards will be distributed for your reference.*

### **TEXES**

#### **Domain II – Creating a Positive, Productive Classroom Environment**

##### **Competency 005**

**The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.**

The beginning teacher:

- A. Uses knowledge of the unique characteristics and needs of students at different developmental levels to establish a positive, productive classroom environment (e.g., encourages cooperation and sharing among younger students; provides middle-level students with opportunities to collaborate with peers; encourages older students respect for the community and the people in it).
- B. Establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences and active engagement in learning by all students.

- C. Analyzes ways in which teacher-student interactions and interactions among students impact classroom climate and student learning and development.
- D. Presents instruction in ways that communicate the teacher's enthusiasm for learning.
- E. Uses a variety of means to convey high expectations for all students.
- F. Knows characteristics of physical spaces that are safe and productive for learning, recognizes the benefits and limitations of various arrangements of furniture in the classroom and applies strategies for organizing the physical environment to ensure physical accessibility and facilitate learning in various instructional contexts.
- G. Creates a safe, nurturing and inclusive classroom environment that addresses students' emotional needs and respects students' rights and dignity.

### **Competency 006**

#### **The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.**

The beginning teacher:

- A. Analyzes the effects of classroom routines and procedures on student learning, and knows how to establish and implement age-appropriate routines and procedures to promote and organized and productive learning environment.
- B. Demonstrates an understanding of how young children function in groups and design group activities that reflect a realistic understanding of the extent of young children's ability to collaborate with others.
- C. Organizes and manages group activities that promote students' ability to work together cooperatively and productively, assume responsible roles and develop collaborative skills and individual accountability.
- D. Recognizes the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects and learning centers.
- E. Schedules activities and manages time in ways that maximize student learning, including using effective procedures to manage transitions; to manage materials, supplies and technology; and to coordinate the performance of non-instructional duties (e.g., taking attendance) with instructional activities.
- F. Uses technological tools to perform administrative tasks such as taking attendance, maintaining grade books and facilitating communication.
- G. Works with volunteers and paraprofessionals to enhance and enrich instruction and applies procedures for monitoring the performance of volunteers and paraprofessionals in the classroom.
- H. Applies theories and techniques related to managing and monitoring student behavior.
- I. Demonstrates awareness of appropriate behavior standards and expectations for students at various developmental levels.
- J. Applies effective procedures for managing student behaviors and for promoting appropriate behavior and ethical work habits (e.g., academic integrity) in the classroom (e.g., communicating high and realistic behavior expectations,

involving students in developing rules and procedures, establishing clear consequences for inappropriate behavior, enforcing behavior standards consistently, encouraging students to monitor their own behaviors and to use conflict resolution skills, responding appropriately to various types of behavior).

**FOR 4-8 CERTIFICATION LEVELS ONLY:**

***Depending on your certification level, the ACEI standards may apply to you and thus are included below. The ACEI standards are required for EC-6 certifications.***

**Association for Childhood Education International (ACEI) Standards**

Many standards of the ACEI are addressed through this course's activities and assignments to some degree (2.1-2.7, 4.0 & 5.2), with the highest concentration of emphasis and closest alignment on other standards (1.0, 3.1-3.5 & 5.1). Specifically, this course highlights standards 1.0, 3.1, 3.2, 3.4 & 5.1 as its core for curriculum content and design (description of all standards is provided below). Standard alignment notations for class activities and assignments are included for your guidance and direction on the course schedule and in assignment guidelines.

**DEVELOPMENT, LEARNING AND MOTIVATION**

**1.0 Development, Learning, and Motivation**--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

**CURRICULUM**

**2.1 Reading, Writing, and Oral Language**—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

**2.2 Science**—**Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;**

**2.3 Mathematics**—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

**2.4 Social studies**—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

**2.5 The arts**—**Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing**

**arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;**

**2.6 Health education**—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

**2.7 Physical education**—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

### INSTRUCTION

**3.1 Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

**3.2 Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

**3.3 Development of critical thinking and problem solving**—Candidate understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

**3.4 Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

**3.5 Communication to foster collaboration**—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

### ASSESSMENT

**4.0 Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

### PROFESSIONALISM

**5.1 Professional growth, reflection, and evaluation**—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

**5.2 Collaboration with families, colleagues, and community agencies**—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

**Note** - For your reference, the ACEI Standards can be accessed on the course Blackboard as a PDF File or downloaded at:

<http://www.acei.org/images/stories/documents/ACEIElementaryStandardsSupportingExplanation.5.07.pdf>

## **Association for Middle Level Education (AMLE) Standards**

Many standards of the AMLE are addressed through this course's activities and assignments to some degree (1-7). Specifically, this course highlights standards 1-5 as its core for curriculum content and design (description of all standards is provided below).

### **Standard 1. Young Adolescent Development**

Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

### **Standard 2. Middle Level Philosophy and School Organization**

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

### **Standard 3. Middle Level Curriculum and Assessment**

Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

### **Standard 4. Middle Level Teaching Fields**

Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.

### **Standard 5. Middle Level Instruction and Assessment**

Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

### **Standard 6. Family and Community Involvement**

Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.

### **Standard 7. Middle Level Professional Roles**

Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

The following are links recommended by the AMLE for middle school teachers:

<http://www.amle.org/BrowsebyTopic/ClassroomManagement.aspx>

<http://www.amle.org/BrowsebyTopic/DifferentiatedInstruction.aspx>

<http://www.amle.org/BrowsebyTopic/TransitionstofromMiddleSchool.aspx>

<http://www.amle.org/BrowsebyTopic/MiddleSchoolConcept.aspx>

<http://www.amle.org/BrowsebyTopic/YoungAdolescentDevelopment.aspx>

<http://www.amle.org/BrowsebyTopic/Teaching.aspx>

<http://www.amle.org/BrowsebyTopic/OrganizationalStructures.aspx>

<http://www.amle.org/BrowsebyTopic/Assessment.aspx>

I encourage you to cite these resources on class assignments.

\*\*\*\*\*

**Course Policies:**

**Attendance and Class Participation Assignments:**

- Attendance is required and affects the final grade. You will earn **450 points** for class attendance and participation. **At each class session you will earn 30 points. If you do not come to class, you will not receive the points for that session.**
- Class participation is extremely important. There are some assignments for this course that we will do only during class time, **thus points can only be earned during class.** Attendance, promptness and participation will be a factor in your final grade. It is expected that candidates will come to class prepared and willing to participate. Attendance is important in this class because many of the learning experiences depend upon active participation, discussion and interaction with peers. You will need to be prepared for class in order to fully participate. **BRING YOUR CLASSROOM MANAGEMENT BINDER WITH ALL MATERIALS IN IT AND YOUR TEXTBOOK TO EVERY CLASS.** Roll will be taken at the beginning of class. If you come in late, it is your responsibility to notify the instructor that you are present. In the event of an emergency, please notify the instructor or the suite secretary as soon as possible. If you know you will not be in attendance, it is advised that you turn in any assignments due – EARLY.
- You are expected to be in attendance **for the full amount of class time** in order to receive the full amount of points.
- Absences are not classified as excused or unexcused. Points will be deducted from your class attendance & participation grade if you come late or leave early. **E-mail me through the BLACKBOARD when you are absent and I will send you the class agenda and handouts that are available electronically.** Hard copies of the work you missed will be in your class folder when you return.
- If you have a child-care problem, please do not bring your child to class.
- **Please exhibit professional behavior at all times. Falling asleep, sending text messages and surfing the internet on your cell phone during class is not considered professional behavior. Make sure your cell phone is turned off or on vibrate during class. If you use a laptop during class, please be sure all work done and all websites that are visited during class time relate to this course. E-mail messages to the instructor and discussion forum postings in Blackboard should be written in a professional manner, using proper spelling, grammar and punctuation, with a greeting and a signature line.**

**Grade Determination:** *The course grade will be determined as follows:*

Attendance and Class Participation	450 pts.
Classroom Management Binder	150 pts.
Classroom Management Plan	1000 pts.
Lesson Plan	700 pts.
Final Management Paper Packet	100 pts.
Lesson Simulation Packet	100 pts.

<b>Total Points:</b>	===== 2500 pts.
----------------------	--------------------

**Grading Scale:**

93 – 100%	(2325 – 2500 pts)	A
90 – 92	(2250 – 2300 pts.)	A-
87 – 89	(2175 – 2225 pts.)	B+
83 – 86	(2075 – 2150 pts.)	B
80 – 82	(2000 – 2050 pts)	B-
77 – 79	(1925 – 1975 pts.)	C+
73 - 76	(1825 – 1900 pts)	C
70 – 72	(1750 – 1800 pts.)	C-
67 – 69	(1675 – 1725 pts)	D+
63 – 66	(1575 – 1650 pts.)	D
60 – 62	(1500 – 1550 pts)	D-
< – 60	(0 – 1475 pts.)	F

**VERY IMPORTANT - If the key assessments are not uploaded by the end of the semester, your final grade for the course will be lowered by one letter grade.**

*Your instructor will demonstrate this process mid-semester and provide guidelines on how to compile your work for uploading these documents.*

**Dispositions**

As an NCATE accredited institution, UHCL will recommend for certification only those persons who have demonstrated the necessary strong, positive dispositions associated with the professional educator. This means that a student may be withdrawn from a UHCL program if the student is judged to not have the required professional dispositions, regardless of the student's academic record. The statement defining what is meant by "professional dispositions" is given at

[http://prtl.uhcl.edu/portal/page/portal/SOE/Forms/form\\_files/DISPOSITIONS.pdf](http://prtl.uhcl.edu/portal/page/portal/SOE/Forms/form_files/DISPOSITIONS.pdf)

Every student must read and follow The Policy on Professional Dispositions, which is provided to define the standard of behavior the School of Education expects of its candidates. At the end of the course and at other appropriate times, the instructor(s) will assess your compliance with these standards. These assessments will be invaluable to you, and the program faculty, as you continue to develop professionally.

**AMERICANS WITH DISABILITIES STATEMENT**

In accordance with Section 504 of the federal *Rehabilitation Act of 1973* and *the Americans with Disabilities Act of 1990*, the University of Houston – Clear Lake endeavors to make reasonable adjustments in its policies, practices, services and facilities to ensure equal access to all our educational programs and activities. Whenever a special accommodation or auxiliary aid is necessary in order to ensure access to and full participation by students with disabilities in university programs and services, the department responsible for the program or service will work with the Office of Health and Disability Services (Student Services and Classroom Building 1.301) and appropriate federal and state agencies to ensure that reasonable accommodations are made. The student requiring special accommodations or auxiliary aids must make an application for such assistance through the Office of Health and Disability Services. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested. **Should you need special accommodations, please contact me after class or in my office.**

## ACADEMIC HONESTY POLICY

Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. The University can best function and accomplish its mission in an atmosphere of the highest ethical standards. The University expects and encourages all students to contribute to such an atmosphere by observing all accepted principles of academic honesty. This policy is designed to encourage honest behavior and is jointly administered by faculty and students.

### Honesty Code:

*The Honesty Code is the university community's standard of honesty and is endorsed by all members of the University of Houston – Clear Lake academic community. It is an essential element of the University's academic credibility. It states:*

*I will be honest in all my academic activities and will not tolerate dishonesty.*

### 6 Drop Rule Limitation

Students who entered college for the first time in Fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature. Dropping this or any other course between the first day of class and the census date for the semester/session does not affect your 6 drop rule count. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops. You should take this into consideration before dropping this or any other course. Visit [www.uhcl.edu/records](http://www.uhcl.edu/records) for more information on the 6 drop rule and the census date information for the semester/session.

### English Language Proficiency Statement

Below is the URL for the English Language Proficiency Standards. Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the standards, if there are any questions, please raise them in class.

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

## CLASSROOM MANAGEMENT BINDER ASSIGNMENT = 150 POINTS

- You will provide a 3-4" binder for all classroom management materials. You may also keep this electronically; HOWEVER, be prepared to access it on the night we check it in class.
- You will need 15 tabs – one for each week's materials:
  - Tab 1 Week 1
  - Tab 2 Week 2
  - Tab 3 Week 3
  - Tab 4 Week 4
  - Tab 5 Week 5
  - Tab 6 Week 6
  - Tab 7 Week 7
  - Tab 8 Week 8
  - Tab 9 Week 9
  - Tab 10 Week 10
  - Tab 11 Week 11
  - Tab 12 Week 12

- Tab 13 Week 13
- Tab 14 Week 14
- Tab 15 Week 15

### **FINAL MANAGEMENT PLAN ASSIGNMENTS: 1000 POINTS**

- Management Plan assignments will be given throughout the semester.
- A guideline with the description of each assignment, the corresponding grading rubric for completing each assignment and due dates will be distributed. Collectively, these assignments will count for 1000 points of your final grade based on a 2500-point scale.
- **Certain assignments will be written in the DAP Format (Describe, Analyze, Plan – a complete description is in the Assignments Guideline).**
- As indicated/described on the guideline, assignments have different values ranging from 50 – 200 points.

These assignments involve creating a product or writing reflections and position papers on management issues (organizational strategies, planning, etc.) and are aligned with UHCL Initial Teacher Certification Standards and the TExES Standards, Domain II, Competencies 005 & 006 (see assignment guideline for specific alignment).

- Throughout the semester, you will be asked to reflect on different components of classroom management that you have been reading about from the text and course materials or what you have experienced during in-class activities or field observations.
- The reflections may be positive or negative reactions and may include personal anecdotes. You will be expected to write from the perspective of what you hope to create in your own future classroom. In other words, you will be collecting ideas on management practices to be used in your classroom and critically examining those you would not apply in your classroom.
- These assignments will be based upon your reflections, course readings, specific in-class writing assignments and activities, etc.
- When writing a reflection or position paper, it is imperative to include reasons/rationales for your decisions and perspectives and you **must include citations from the text** (and Further Readings section) **and other references (for example, Dr. Fred Jones, *Tools for Teaching*; Harry Wong, *The First Days of School*), etc.**, which support your ideas/views. (Please note – Providing **DETAILS or SPECIFIC** examples are what will grant full credit of points. Always chase each general statement you make with details that answer “how” or “why”.)
- Grammar, punctuation, spelling and cohesiveness will be considered in evaluation of these assignments. To assist in scaffolding your learning, you will receive rigorous instructor feedback for each assignment.

### **RUBRIC FOR CHAPTER MANAGEMENT PLAN PAPERS (FINAL MANAGEMENT PLAN)**

#### **STUDENT LEARNING OBJECTIVE #5**

**Compile a final management plan that evaluates published materials on discipline and classroom management and *accurately* describes and analyzes the *relevant question at hand*, based on the textbook and class activities, and develops a classroom management plan and lessons that reflect and *connect* selected chapter topics to the concepts of a positive learning environment. Topic issues include:**

- a. organizing your classroom and materials
- b. choosing rules and procedures
- c. managing student work
- d. getting off to a good start
- e. maintaining appropriate student behavior
- f. communication skills for teaching

<b>Reflection indicators</b>	<b>Indicator Not Met Unacceptable 0-59</b>	<b>Indicator Partially Met Acceptable 60 - 79</b>	<b>Indicator Met Excellent 80- 100</b>
<p><u>D</u>escription of information of topic from text, class activities and video.</p> <ul style="list-style-type: none"> <li>• Students will <i>communicate</i> outcomes through writing and/or presentations.</li> <li>• Students will use <i>curiosity</i> to identify a particular problem or area of interest within a discipline.</li> </ul>	<p>Little or no clear description that communicates all key points/issues of bulleted directions for that chapter.</p> <p>Limited or no description of the who, what, when, and where or is inaccurate.</p> <p>Introduction states no connection between topic and creating a positive learning environment.</p>	<p>Limited or unclear description that communicates all key points/issues of bulleted directions for that chapter.</p> <p>Limited description of the who, what, when, and where or is inaccurate.</p> <p>Introduction states limited connection between topic and creating a positive learning environment.</p>	<p>-Thorough description that communicates with <i>clarity</i> all key points/<i>issues</i> of bulleted directions for that chapter.</p> <p>Clear and <i>accurate</i> description of the who, what, when, and where.</p> <p>Introduction states definite connection between topic and creating a positive learning environment.</p>
<p><u>A</u>nalysis of the information from text, class activities and video.</p> <ul style="list-style-type: none"> <li>• Students will make <i>connections</i> to their particular issues or problems based upon evidence acquired by research methodologies and citation methods within the discipline.</li> </ul>	<p>Analysis is inaccurate and conclusions are missing or connections are unsupported by information presented from the text, class activities or handouts.</p> <p>No rationale for why specific plans or experiences would be more successful than others.</p>	<p>Analysis is technically accurate, but conclusions are missing or connections are not fully supported by information presented from the text, class activities or handouts.</p> <p>Limited rationale for why specific plans or experiences would be more successful than others.</p>	<p>Analysis <i>is accurate, meaningful and appropriate</i> conclusions are drawn and <i>connections are fully supported</i> from the text, class activities and video.</p> <p>Thorough rationale for why specific plans or experiences would be more successful than others.</p>
<p><u>P</u>lanning for improving student learning and teaching</p> <ul style="list-style-type: none"> <li>• Students will demonstrate <i>creativity</i> through divergent mental approach exploring original alternative views/solutions.</li> </ul>	<p>No plan of action for implementing specific creative ideas of the text, class activities and handouts.</p> <p>No conclusion or states no connection between topic and creating a positive learning environment.</p>	<p>Limited plan of action for implementing specific creative ideas of the text, class activities and handouts.</p> <p>Conclusion states limited connection between topic and creating a positive learning environment.</p>	<p>-Thorough comprehensive and creative plan of action for implementing specific ideas of the text, class activities and video.</p> <p><i>Conclusion</i> states specific connection between topic and creating a positive</p>

			learning environment.
Quality of paper Heading length spelling, grammar, punctuation, sentence structure. citations reference page	- Incorrect heading, inadequate number of pages, many spelling errors, incorrect grammar, punctuation, sentence structure. No citations. No reference page.	-Partially correct heading, correct length, most words spelled correctly, most grammar correct, most sentence structure correct and clear, one citation, complete reference page.	Correct heading, number of pages, minimal spelling errors, grammar, punctuation errors. Clear sentence structure, at least 2 or more citations, correct reference page.

Total Points Earned \_\_\_\_\_ / 100 pts.

**All assignments are EXPECTED to be SUBMITTED ELECTRONICALLY** through the **BLACKBOARD E-MAIL TCED 4034** course.

**PLEASE NOTE:**

**IF YOU HAVE NOT COMPLETED AN ASSIGNMENT BY THE DUE DATE AND TIME, YOU MUST SEND AN E-MAIL EXPLAINING WHY IT IS NOT SUBMITTED AND WHEN YOU PLAN TO SUBMIT IT.**

**\*\*\*All assignments MUST be completed and submitted on the due date and time to receive full credit consideration.**

- All assignments submitted late will result in lowering of the assignment grade.

**Any component of this assignment submitted late will result in lowering of the assignment grade (10% lower for submission of assignment on date due but after beginning of class and collection of assignments, 20% lower for submission of assignment after the class date/meeting it is due but by the next class/meeting at the beginning of class and 30% lower for submission before the scheduled FINAL class date/time. No credit will be given for assignments submitted after the FINAL class date/time).**

**LESSON SIMULATION ASSIGNMENTS: 700 POINTS**

**Part 1. SIMULATED LESSON PLAN – SEE SIMULATED LESSON RUBRIC**

**Student Learning Objectives:**

**2. Analyze relevant data to draw logical inferences leading to selection of classroom management strategies that address the guidance of adolescents**

**3. Develop a simulated lesson based on *relevant information* that clearly addresses all learning styles**

- To practice and demonstrate your understanding of effective management, you will simulate teaching a lesson to the class. Half the class will present on one week and the other half the next week.
- **A more detailed guideline with the description of this assignment, the corresponding grading rubric for completing the assignment, and the due date will be distributed (includes specific information on alignment with UHCL Initial Teacher Certification Standards and TExES standards).**

- Early in the semester, Peer Response Groups will be formed to work on this lesson assignment. **You must base your lesson on the TEKS** for your content area of certification. If you are a generalist, you should choose one content area. This lesson may be a lesson you have previously used for another class. **GET A TEXTBOOK FOR THE GRADE LEVEL AND SUBJECT MATTER YOU WANT TO TEACH. You can do this at the UHCL Library in the Curriculum Section.**
- Each lesson involves specific preparation requirements (creating materials, addressing management issues, learning styles etc.), which you will be individually responsible for planning and organizing (addressing a myriad of specifically identified classroom management issues). This may include everything from seating arrangement to classroom procedures to transition activities.

## **PART 2. LESSON PRESENTATION:**

- **On the day of the lesson presentations, you should dress and act professionally as you present to the class.** For each lesson taught, peers are expected to: 1) role-play as students of that grade level; and 2) provide constructive feedback on the lesson using a form supplied by the instructor.
- You will turn in your completed lesson plan electronically through the WebCT course for instructor review and feedback. This will ensure that you are on track.
- After you teach your lesson, you will collect the peer feedback forms, reflect on your experience and write a reflection paper on what you have learned. **You must submit this reflection paper as an attachment by e-mail through the BLACKBOARD course e-mail by Sunday midnight after teaching your lesson.**
- There are **three components** of this assignment that are assessed.
  - The **first component** is completion of the **lesson plan**.
  - The **second component** is the **simulated teaching of the lesson**
  - The **third component** is the **reflection paper**. This assignment will count for a total of 700 points on a 2500 point scale.

**The LESSON Assignment MUST be completed by the Due Dates to Receive Full Credit consideration**

**Any component of this assignment submitted late will result in lowering of the assignment grade (10% lower for submission of assignment on date due but after beginning of class and collection of assignments, 20% lower for submission of assignment after the class date/meeting it is due but by the next class/meeting at the beginning of class and 30% lower for submission before the scheduled FINAL class date/time. No credit will be given for assignments submitted after the FINAL class date/time).**

**\*\*\*FOR ALL ASSIGNMENTS - Computer glitches are NOT acceptable excuses for late submissions.**

**Email submissions must be WORD DOCUMENTS only and only accepted if readable (downloadable, not garbled, not blank).**

- **If you have any question about receipt of your assignment, you are responsible for following up email submissions of assignments with a phone call or phone message to the instructor to verify receipt and time of receipt of your valid and readable assignment.**

- You are also expected to check and double check that you have ATTACHED your document(s) to the email message.
- E-mail the document to yourself as well.

1. **Lesson Simulation Plan Packet:**

- A cover page with your name, TCED 4034, Lesson Simulation Packet, and the date**
- The revised lesson plan, with handouts**
- The revised reflection.**

**(100 pts.) DUE BY NOVEMBER 12, 7PM**

2. **Final Classroom Management Paper:**

- A cover page with your name, TCED 4034, Final Management Paper, and the date**
- All chapter papers (Ch. 2, 3&4, 5, 8&9) revised and combined with Ch. # and Title at beginning of each section, and**
- One combined reference sheet at the end.**
- The Graded DAP Rubric added when returned.**

**(100 pts.) DUE BY DECEMBER 3 - 7PM**

**LESSON SIMULATION PACKET AND FINAL MANAGEMENT PAPER PACKET FOR UPLOAD TO UAS:**

**Once graded and returned:**

**UPLOADS DUE NO LATER THAN: Wednesday, DECEMBER 10, 2014 by 7pm.**

**TCED 4034 CLASS SCHEDULE (tentative)**

<b><u>DATE</u></b>	<b><u>READINGS DUE TOPICS AND ASSIGNMENTS DUE</u></b>
<b>AUGUST 27</b>	<b>Discussion of Syllabus and Assignments</b> Student Information Sheet Top Ten Things to Know About Me Educational Philosophy Classroom Management Binder UHCL SoE Initial Certification Standards *** Read Ch. 1 – Introduction to Classroom Management
<b>SEPTEMBER 3</b>	<b>EDUCATIONAL PHILOSOPHY PRESENTATION DUE SEPTEMBER 3, 7pm</b> <b>Presentation of Educational Philosophy</b>
	<b>CH. 2 Organizing your Classroom and Materials</b> Fred Jones video: <i>Working the Crowd and Room Arrangement</i>
<b>SEPTEMBER 10</b>	<b>ASSIGNMENT ON CH. 2 - ORGANIZING YOUR CLASSROOM AND MATERIALS DUE NO LATER THAN SEPTEMBER 10, 7pm</b>

**CH. 3&4**     **Choosing Rules and Procedures  
Managing Student Work**  
Classroom Management Inventory  
Fred Jones video: *Rules, Routines, and Standards*  
*First Binder Check*

**SEPTEMBER 17**     **DAP for CH. 3&4 - CHOOSING RULES AND  
PROCEDURES/MANAGING STUDENT WORK DUE NO  
LATER THAN SEPTEMBER 17, at 7pm.**

**CH. 5**            **Getting Off to a Good Start**  
Learning Style Inventory  
Teaching Style Inventory  
You Tube videos of Brain Based Learning

**SEPTEMBER 24**     **DAP for CH. 5 GETTING OFF TO A GOOD START  
DUE NO LATER THAN SEPTEMBER 24, at 7PM.**

**CH. 6**     **Planning and Conducting Instruction**  
Form content area peer groups  
Lesson Plan formats  
TEKS  
Fred Jones video, *Visual Instructional Plans*  
***WE WILL CHOOSE A TEXTBOOK FROM THE  
UHCL CURRICULUM LIBRARY AS YOUR  
RESOURCE. YOU MAY ALSO BRING A  
TEXTBOOK TO CLASS TO USE.***

**OCTOBER 1**     **DAP FOR CH. 6 LESSON PLANNING WITH YOUR  
ROUGH DRAFT OF YOUR LESSON PLAN**

**DUE NO LATER THAN OCTOBER 1, at 7pm**  
**Lesson Simulation Preparation Day**  
Fred Jones, video *Say, See, Do Teaching*

**OCTOBER 8**     **LESSON PLAN REVISED DRAFT - DUE NO LATER THAN  
OCTOBER 8, 7pm**

**Lesson Simulation Rehearsal Day**  
Bring one copy of your ***REVISED DRAFT LP*** and all  
**handouts you will use to teach it, to show to your group.**

**OCTOBER 15**     **PRESENTATION LESSON PLAN, HANDOUTS AND  
POWER POINT DUE by OCTOBER 15, at 7pm for those  
assigned to this date.**

*Lesson Simulation Presentation Day – bring hard copy of LP and handouts/worksheets for me and put in your class folder.*

**LESSON REFLECTION DUE NO LATER THAN SUNDAY, OCTOBER 19 by midnight for those who presented OCTOBER 15.**

**OCTOBER 22 PRESENTATION LESSON PLAN, HANDOUTS AND POWER POINT DUE by OCTOBER 22, at 7pm for those assigned to this date.**

*Lesson Simulation Presentation Day – bring hard copy of LP and handouts/worksheets for me and put in your class folder.*

**LESSON REFLECTION DUE NO LATER THAN SUNDAY OCTOBER 26 by midnight for those who presented OCTOBER 22.**

**OCTOBER 29 PRESENTATION LESSON PLAN, HANDOUTS AND POWER POINT DUE by OCTOBER 29, at 7pm for those assigned to this date.**

*Lesson Simulation Presentation Day – bring hard copy of LP and handouts/worksheets for me and put in your class folder.*

**LESSON REFLECTION DUE NO LATER THAN SUNDAY, NOVEMBER 2 at midnight for those who presented OCTOBER 29.**

**LESSON SIMULATION PLAN PACKET DUE BY: NOVEMBER 12, 7PM (100 PTS.)**

**Lesson Simulation Plan Packet:**

**a. A cover page with your name, TCED 4034, Lesson Simulation Packet, and the date**

**b. The FINAL REVISED lesson plan with REVISED handouts and power point in some form.**

**c. The REVISED reflection (if needed).**

**ALL combined into one word document.**

**(100 pts.) DUE BY NOVEMBER 12, 2014- 7PM**

**AFTER LESSON SIMULATION PACKET IS GRADED AND RETURNED, IT IS TO BE UPLOADED TO THE UAS NO LATER THAN DECEMBER 10 @ 7pm**

.....  
**NOVEMBER 6**

**CH. 8 - Maintaining Appropriate Student Behavior**

**Fred Jones video: *Understanding Brat Behavior***

- NOVEMBER 13      **LESSON SIMULATION PACKET DUE NO LATER THAN NOVEMBER 13 AT 7PM**  
**CH. 9 Communication Skills for Teaching**  
Fred Jones video: *Eliminating Backtalk*
- NOVEMBER 20      **DAP FOR CH. 8 – Maintaining Appropriate Student Behavior & CH. 9 - Communication Skills for Teaching**  
**DUE NO LATER THAN NOVEMBER 20, 7pm**
- CH. 10 Managing Problem Behaviors**  
Fred Jones video: *Omission Training and Preferred Activity Time*
- DECEMBER 3      **FINAL CLASSROOM MANAGEMENT PAPER PACKET**  
**DUE NO LATER THAN WEDNESDAY, DECEMBER 3, 7PM**  
**(100 PTS.)**

**BINDER CHECK – WILL BE DONE AT BEGINNING OF CLASS**

- CH. 11 Managing Special Groups**  
Fred Jones video, *Dealing with Typical Classroom Crises*  
Helpful Hints for Ms. C  
Dispositions Forms returned  
Course Evaluation

- DECEMBER 10      **NO CLASS MEETING:**  
**FROM BINDER READ:**  
**How to Get Ready to Teach**  
**50 Ways to be a Successful Teacher**

**FINAL EXAM:**  
**LESSON SIMULATION PACKET AND**  
**FINAL MANAGEMENT PAPER PACKET UPLOADS**  
**TO UAS DUE NO LATER THAN DECEMBER 10, 7PM**

**As your final exam you will convert the following documents to a PDF and then UPLOAD TO THE UAS:**

**1. Lesson Simulation Plan Packet:**

- a. A cover page with your name, TCED 4034, Lesson Simulation Packet, and the date**
- b. The FINAL REVISED lesson plan (DELETE MY COMMENTS, CORRECTIONS AND THE GRADE)**
- c. The REVISED reflection. (DELETE MY COMMENTS, CORRECTIONS AND THE GRADE)**  
**CONVERT TO A PDF AND THEN UPLOAD TO THE UAS.**

**2. Final Classroom Management Paper:**

- a. A cover page with your name, TCED 4034, Final Management Paper, and the date**

- b. All chapter DAP papers (Ch. 2, 3&4, 5, 8&9) REVISED (DELETE MY COMMENTS, CORRECTIONS AND THE GRADE) and combined with Ch. # and Title at beginning of each section, and**
- c. One combined reference sheet at the end (CUT THE REFERENCE PAGE AT THE END OF EACH PAPER AND PASTE TO THE LAST PAGE TO CREATE A FINAL REFERENCE PAGE – cut repeated references.**
- d. The Graded DAP Rubric added when returned from me.**

**CONVERT TO A PDF AND THEN UPLOAD TO THE UAS NO LATER THAN DECEMBER 10, 7PM.**

**VERY IMPORTANT - If the key assessments are not uploaded by the end of the semester, your final grade for the course will be lowered by one letter grade.**

**PLEASE NOTE – Lesson Simulation Packet and Final Management Paper are KEY ASSESSMENTS for the Initial Teacher Certification Program. It is strongly suggested that you save these documents in your UHCL student warehouse as work-in-progress for future portfolio submission.**

### **Field Experience Statement**

**In accordance with Senate Bill 9, it is required that school districts, charter schools, or private schools conduct criminal background checks on all district employees, any person that is volunteering, or completing any kind of field experience. Each person to whom this applies must provide the school district with driver’s license information and any other information necessary to conduct the criminal background check.**

**For assignments that require either class wide, group participation or activities in which candidates are necessarily interacting with minor students, each candidate must complete the appropriate criminal background check form and submit it to the instructor by the stated due date on the syllabus. In most cases this applies even if the candidate is an employee of the district.**

**For assignments that require candidates to visit schools (eg., interviews, etc.), it is the responsibility of the candidate to provide the school district, charter school, or private school with any information necessary to conduct a criminal background check. The School of Education accepts no responsibility for candidates who do not follow established school district, charter school, or private school procedures or state legislation.**

**No candidate may begin any field experience prior to the formal approval of the school district.**

**If a candidate is unable to complete all required field experiences (regardless of the reason, including failing to have a formally approved criminal background check), then the candidate will not receive credit for the course; i.e., the candidate will either be withdrawn from the course or receive an “F” in the course.**

--

**Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the instructions from <http://soe.uhcl.edu/UAS>. Unlike assignment grades that contribute to a student’s course grade, Course Assessment assignment scores are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements. Instructors assign each Course Assessment assignment to one of three UAS categories: Excellent, Acceptable, or Unacceptable. Every student in a course which is either field-based or has a field experience, must log into the UAS and complete the Diversity Survey.**

University of Houston Clear Lake  
School of Education Disposition Assessment Form

Candidate: \_\_\_\_\_  
\_\_\_\_\_

Course & Section:

**Instructions:** Please provide the appropriate score using the following criteria:  
**0=Unacceptable (difficulty or inconsistency in demonstrating this disposition)**  
**1= Needs improvement (demonstrates this disposition with reasonable consistency)**  
2= Acceptable (consistent demonstration of this disposition)  
NA= Not able to observe

UHCL candidates are expected to:

**Rating**

Dispositions	<i>Demonstrate professional responsibility by, for example,</i>	
	Being present, punctual and prepared for professional and academic activities. Maintaining confidentiality of student records and private communications. Being involved in professional development activities. Committing to being a lifelong learner and reflective practitioner. Maintaining professional competence. Meeting professional obligations. Using language that meets professional standards. Using self-reflection to improve performance.	
	<i>Foster collegiality by, for example,</i>	

<p>Responding constructively to evaluations by supervisors and others making appropriate corrections to address legitimate concerns.</p> <p>Using positive conflict resolution techniques.</p> <p>Maintaining positive working relationships.</p> <p>Collaborating with colleagues to improve student achievement</p> <p>Showing respect for fellow students, faculty and staff.</p> <p>Actively participating in meetings and conferences.</p> <p>Assisting others when necessary.</p>	
<p><b><i>Embrace diversity by, for example,</i></b></p>	
<p>Adapting instruction to individual differences.</p> <p>Demonstrating that diversity in the classroom and society is a strength.</p> <p>Instructing with lessons which counteract negative stereotypes and bigotry.</p> <p>Providing students with access to varying points of view.</p> <p>Using language that is not demeaning or harmful to any individual or group.</p>	
<p><b><i>Demonstrate commitment to learning by, for example,</i></b></p>	
<p>Displaying enthusiasm for the candidate’s chosen teaching field(s) or professional role.</p> <p>Creating a learning environment which enables students to fulfill their potential.</p> <p>Being an advocate for all learners.</p> <p>Adapting instruction to “best practices.”</p> <p>Displaying creativity to enhance the instructional process.</p>	
<p><b><i>Maintain professional and personal integrity by, for example,</i></b></p>	
<p>Adhering to the UHCL honesty code.</p> <p>Maintaining ethical and legal behaviors in interactions with others.</p> <p>Adhering to the Code of Ethics and Standard Practices for Texas Educators.</p> <p>Maintaining professional relationships.</p>	

Note: The items under each disposition help provide clarity and are not intended to be a comprehensive list of expected behaviors.

Candidate: \_\_\_\_\_ Date: \_\_\_\_\_ Rater: \_\_\_\_\_ Date: \_\_\_\_\_

**The University of Houston Clear Lake may use your work in this course to generate assessment data. Any works used will be used only for educational purposes.**