

**University of Louisiana at Lafayette  
College of Education  
Course Syllabus**

**EDCI 450 (001): Classroom Management and Instructional Design for Secondary Teachers**

Course: EDCI 450 (001)	Instructor: Leigh M. Tolley, Ph.D.
Semester: Spring 2019	Email ( <b>preferred contact</b> ): <a href="mailto:ltolley@louisiana.edu">ltolley@louisiana.edu</a>
Class Location: MDD 109	Office Telephone: 337-482-1475
Class Meetings:	Office Hours (MDD 414):
Mondays and Wednesdays, 2:30-3:45 pm	Tuesdays 10 am – 1 pm; Wednesdays and Thursdays 9:30 am – 1 pm; and by appointment

***Syllabus Quick Links***

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**Course Description**

**EDCI 450: Classroom Management and Instructional Design for Secondary Teachers (3, 0, 3)**  
Classroom instruction, creating a disciplined learning environment, and examining teaching models for a variety of learning styles.

**Course Prerequisites**

IREC 320, EDCI 427, and SPED 391; or 90 credit hours.

**Required Texts**

Emmer, E. T., & Evertson, C. M. (2017). *Classroom management for middle and high school teachers* (10th ed.). Boston, MA: Pearson. [ISBN: 978-0-13-402730-2; **primary text**]

Wong, H. K., & Wong, R. T. (2014). *The classroom management book*. Mountain View, CA: Harry K. Wong Publications, Inc. [ISBN: 978-0-9764233-3-1; **supplemental text**]

*Additional required texts (e.g., articles, chapters, and websites—see the [Course Schedule](#)), as well as other relevant resources, will be posted on Moodle.*

***Conceptual Framework: The Responsive Professional***

The conceptual framework of the UL Lafayette College of Education is designed to expand upon the institution's commitment to be a responsive university. Teacher candidates are expected to demonstrate knowledge, skills, and dispositions associated with the four elements of a ***Responsive Professional***. Responsive Professionals demonstrate expertise in knowledge and practice. They are reflective practitioners who respect diversity and demonstrate a commitment to professionalism.

## CONCEPTUAL FRAMEWORK UNIT OUTCOMES

### CANDIDATE PROFICIENCIES

**Knowledge and Expertise in Practice** – The *Responsive Professional* demonstrates knowledge of content disciplines and engages in effective pedagogical practice. The candidate:

- CF-K1 Knows, understands, and applies multiple theoretical perspectives about human development and learning.
- CF-K2 Demonstrates knowledge of content discipline and related standards.
- CF-K3 Knows and demonstrates appropriate use of instructional resources and methodologies for subject matter content.
- CF-K4 Plans and implements effective standards-based learning experiences.
- CF-K5 Applies a variety of appropriate and effective assessment techniques to facilitate and monitor student academic growth and program improvement.
- CF-K6 Demonstrates effective management skills.
- CF-K7 Uses and integrates technology as appropriate.
- CF-K8 Models and utilizes effective planning that incorporates higher order thinking.
- CF-K9 Identifies and articulates relevant education policies and laws.

**Reflection** – The *Responsive Professional* actively, persistently, and carefully considers practice, experiences, and available alternatives to guide decision-making. The candidate:

- CF-R1 Reviews systematically one's own educational practice and learns from experience.
- CF-R2 Uses assessment and evaluation to inform instruction.
- CF-R3 Searches persistently for information and solutions to problems.

**Diversity** – The *Responsive Professional* articulates an understanding that beliefs, traditions, and values across and within cultures affect both learning and relationships with learners, their families, and the community. The candidate:

- CF-D1 Fosters inclusive learning environments in which diversity is valued and learners are taught to live harmoniously.
- CF-D2 Accommodates learning styles and individual needs through developmentally appropriate practices.
- CF-D3 Engages and involves students in relevant and challenging learning experiences.
- CF-D4 Exhibits respect for all types of diversity.
- CF-D5 Is informed about and responsive to cultural differences.

**Professionalism** – The *Responsive Professional* actively seeks opportunities to grow professionally, collaborates to meet complex needs of learners, advocates educational principles, and models leadership skills. The candidate:

- CF-P1 Collaborates effectively with students, parents, and colleagues.
- CF-P2 Models appropriate behaviors and attitudes.
- CF-P3 Sustains commitment to professional growth.
- CF-P4 Demonstrates problem solving, interpersonal communication, and decision-making skills in leadership roles.
- CF-P5 Engages in service to the profession.
- CF-P6 Participates in educational advocacy.
- CF-P7 Participates in professional organizations, meetings, and conferences.

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**RESPONSIVE PROFESSIONAL DISPOSITIONS**

- Disp. 1. Candidates demonstrate commitment to professionalism.
- Disp. 2. Candidates identify and demonstrate appreciation of the importance of diversity and its impact.
- Disp. 3. Candidates demonstrate a commitment to learning and to participation in professional organizations and currency in field.
- Disp. 4. Candidates demonstrate self-direction in learning and practice.
- Disp. 5. Candidates value the role of community and of the family in the learning process.
- Disp. 6. Candidates demonstrate collaboration with other professionals to affect student learning.
- Disp. 7. Candidates demonstrate a commitment to critical thinking and problem solving.
- Disp. 8. Candidates value the use of data to inform decisions.

**THE InTASC MODEL CORE TEACHING STANDARDS (APRIL 2011)**

**The Learner and Learning**

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Content Knowledge**

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Instructional Practice**

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## COURSE OBJECTIVES AND CORRESPONDING UNIT OUTCOMES

*Candidates will acquire the following knowledge (K), skills (S), and dispositions (D) through this course. The candidates will...*

Item #	Objective	Conceptual Framework (CF) Unit Outcomes	COMPASS Teaching Standards, based on Charlotte Danielson's Teaching Framework	InTASC Standards
1	Know how to describe observable behavior in students and construct observation reports based on a 15-hour field experience component.	CF-K1, 2 CF-R1 CF-D4, 5 Disp. 2, 7	1a1, 1a3, 4a1, 4a2	1, 2, 4, 5
2	Understand the components of thematic units, including selecting a theme, designing integrated learning activities, selecting resources, and designing assessments in order to construct lesson plans and a unit plan in an area of certification.	CF-K1, 2, 3, 4, 5, 7, 8 CF-R2 CF-D2, 3, 5 CF-P4 Disp. 2, 3, 4, 7	1a1, 1a2, 1a3, 1b1, 1b2, 1b5, 1c1, 1c2, 1c3, 1c4, 1d1, 1d2, 1d3, 1e1, 1e2, 1e3, 1e4, 1f1, 1f2, 1f3, 1f4, 3d1	4, 5, 6, 7, 8
3	Know principles and strategies for classroom management and construct a classroom management plan for unit portal assessment.	CF-K1, 2, 3, 4, 5, 7, 8 CF-R2 CF-D2, 3, 5 CF-P4 Disp. 2, 3, 4, 7	2a1, 2a2, 2b1, 2b2, 2b3, 2c1, 2c2, 2c3, 2c4, 2d1, 2d2, 2d3, 2e1, 2e2, 3a1, 3a2, 3d2, 3d3	3, 4, 5, 7
4	Know how to communicate effectively with students to aid in classroom management and instruction.	CF-K1, 5, 6 CF-R3 CF-P1, 2, 4 Disp. 1	1b1, 1b2, 1b3, 1b4, 1b5, 2a1, 3a1, 3a2, 3a3, 3a4	1, 2, 3, 9
5	Know how to communicate effectively with others (e.g., students' parents/guardians, other teachers, administrators, and other school professionals) to aid in classroom management and instruction.	CF-K1, 5, 6 CF-R3 CF-P1, 2, 4 Disp. 1, 5, 6	4c1, 4c2, 4c3, 4d1, 4d2, 4f1, 4f2, 4f3, 4f4, 4f5	1, 2, 3, 9, 10
6	Begin to develop a set of organizational strategies to manage teacher workload.	CF-K2, 3, 6 CF-R1, 2, 3 CF-P3, 4 Disp. 1, 4	1d1, 1d2, 1d3, 3e1, 3e2, 3e3, 4a1, 4a2, 4b1, 4b2, 4b3, 4e1, 4e2	4, 5, 6, 7, 8, 9
7	Know the importance and relevance of and the need for adherence to classroom, school, and district regulations and procedures.	CF-P2 Disp. 1	4d1, 4f1, 4f5	9, 10

<b>Item #</b>	<b>Objective</b>	<b>Conceptual Framework (CF) Unit Outcomes</b>	<b>COMPASS Teaching Standards, based on Charlotte Danielson's Teaching Framework</b>	<b>InTASC Standards</b>
8	Understand the role of district, state, and national standards and frameworks in instructional planning.	CF-K2, 3, 4 Disp. 1	1c1, 1c2, 1c3, 1e1, 132, 1e3, 1e4, 4f5	6, 7, 8, 9, 10
9	Relate the work of theorists to educational contexts, including the work of Bandura, Bloom, Bruner, Dewey, Gardner, Kohlberg, Maslow, Piaget, and Vygotsky.	CF-K1, 2, 3 CF-D2 Disp. 1	1a1, 1a2, 1a3, 1b1, 1b2, 4a1, 4a2	4, 5
10	Understand concepts and terms related to a variety of learning theories, e.g., metacognition, schema, transfer, self-efficacy, self-regulation, zone of proximal development, and classical and operant conditioning.	CF-K1, 2, 3 CF-D2 Disp. 1	1a1, 1a2, 1a3, 1b1, 1b2, 4a1, 4a2	1, 4, 5
11	Know how to develop observable and measurable instructional objectives in the cognitive, affective, and psychomotor domains.	CF-K1, 2, 3, 5 CF-D2 Disp. 1	1a1, 1a2, 1a3, 1b1, 1b2, 1e1, 1e2, 1e3, 1e4, 1f1, 1f2, 1f3, 1f4, 3a1, 3d1, 3d2, 4a1, 4a2	1, 2, 4, 5, 6, 7, 8
12	Know how to apply Bloom's revised taxonomy to the development of instructional objectives.	CF-K1, 2, 3, 8 CF-D2, 3 Disp. 1	1a1, 1a2, 1a3, 1b1, 1b2, 1e1, 1e2, 1e3, 1e4, 3a1, 4a1, 4a2	4, 5, 7, 8
13	Know distinguished characteristics of the stages in each domain of human development (cognitive, physical, social, and moral).	CF-K1, 2, 3 CF-D2 Disp. 1	1a1, 1a2, 1a3, 1b1, 1b2, 4a1, 4a2	1, 2, 4, 5
14	Explain and utilize Gardner's concept of multiple intelligences.	CF-K1, 2, 3 CF-D1, 2, 3, 4 Disp. 1	1a1, 1a2, 1a3, 1b1, 1b2, 1b3, 1c4, 1e1, 1e2, 1e3, 1e4, 4a1, 4a2	1, 2, 4, 5

<b>Item #</b>	<b>Objective</b>	<b>Conceptual Framework (CF) Unit Outcomes</b>	<b>COMPASS Teaching Standards, based on Charlotte Danielson's Teaching Framework</b>	<b>InTASC Standards</b>
15	Know and apply basic instructional design principles in secondary curricular planning, using the ADDIE model (analyze, design, develop, implement, and evaluate).	CF-K1, 2, 3, 4, 5, 8 CF-R1, 2, 3 CF-D2, 3, 4, 5 CF-P1, 2, 3, 4 Disp. 1, 4, 7, 8	1a1, 1a2, 1a3, 1b1, 1b2, 1b3, 1b4, 1b5, 1c1, 1c2, 1c3, 1c4, 1d1, 1d2, 1d3, 1e1, 1e2, 1e3, 1e4, 1f1, 1f2, 1f3, 1f4, 2a1, 2a2, 2b1, 2b2, 2b3, 2c1, 2c2, 2c3, 2d2, 2e1, 2e2, 3a1, 3a2, 3a3, 3a4, 3b1, 3b2, 3b3, 3c1, 3c2, 3c3, 3c4, 3d1, 3d2, 3d3, 3d4, 3e1, 3e2, 3e3, 4a1, 4a2, 4b2, 4c2, 4d2, 4e1, 4f1, 4f4, 4f5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
16	Describe and plan to use various accommodations in materials, environment, and strategies appropriate for individual students with a variety of disabilities.	CF-K1, 2, 3 CF-D1, 2, 4 CF-P1, 6 Disp. 1, 2, 5, 6	1a1, 1a2, 1a3, 1b1, 1b2, 1b3, 1b5, 1c4, 1d1, 1d2, 1d3, 4a1, 4a2, 4f3, 4f5	1, 2, 4, 5, 6, 7, 8, 9
17	Recognize the traits and behaviors of students with exceptional learning needs and apply them to classroom management and instructional design.	CF-K1, 2, 3 CF-D1, 2, 4 CF-P1, 6 Disp. 1, 2, 5, 6	1a1, 1a2, 1a3, 1b1, 1b2, 1b3, 1b5, 1c4, 1d1, 1d2, 1d3, 4a1, 4a2, 4f3, 4f5	1, 2, 4, 5, 6, 7, 8, 9
18	Know how to design and implement instruction for students with diverse backgrounds.	CF-K1, 2, 3 CF-D1, 2, 4, 5 CF-P6 Disp. 1, 2, 5, 6	1a1, 1a2, 1a3, 1b1, 1b2, 1b3, 1b4, 1c4, 1d1, 1d2, 1d3, 4a1, 4a2, 4f3, 4f5	1, 2, 4, 5, 6, 7, 8, 9
19	Understand the distinguishing features of different instructional models, including direct, indirect, independent, experiential, and interactive.	CF-K1, 2, 3, 4 Disp. 1	1a1, 1a2, 1a3, 1b1, 1b2, 1b3, 1e1, 1e2, 1e3, 1e4, 4a1, 4a2	4, 5, 6, 7, 8
20	Know how to evaluate the potential effectiveness of teaching with technology as an instructional tool.	CF-K1, 2, 3, 7 CF-D2 Disp. 1	1a1, 1a2, 1a3, 1b2, 1b3, 1b4, 1b5, 1c1, 1c4, 1d1, 1d2, 1d3, 1e1, 1e2, 1e3, 1e4, 2e1, 2e2, 3c1, 3c2, 3c3, 3c4, 4f5	1, 2, 3, 4, 5, 6, 7, 8

## **COURSE REQUIREMENTS**

This course is designed to provide you with the background necessary to be an effective teacher. The course assumes a basic knowledge of American education, psychology, and educational measurement. We will build on that base to help round out your pre-student teaching or intern professional education. Many of you may also have a second, subject-specific, methods course. As of July 2010, EDCI 450 is required before you take the subject-specific course. EDCI 450 is required in the alternative certification program before candidates qualify for a Practitioner's License. In a sense, your student teaching or internship is a laboratory experience, providing you an opportunity to put into practice what you will learn from this and other methods courses.

Students in this course come from many different subject areas. We will use examples from different areas in class. The outside assignments are also differentiated, based on the area in which you will certify. Individuals enrolled in this course are either undergraduates who will take a second methods course in your field, post-baccalaureate students in an alternative certification program, or majors in another area pursuing education as a minor.

### **VIA by Watermark Information**

An active **VIA** by Watermark membership is required for all courses in the Teacher Preparation Program. Watermark is a learning assessment platform that will provide us with a more effective way to engage you in your learning journey. This system has replaced our previous PASS-PORT assessment system.

VIA will allow you to author and reflect on coursework and learning experiences, visually track your academic growth, store work, showcase what you have learned, and share your best work with others—including potential employers—now and for years to come. The College of Education Teacher Preparation Program will also be able to use the same system to demonstrate the quality of our academic programs and gather data on learning to make changes that support continuous improvement and our quality assurance process.

### ***Pricing and Subscription Information for VIA by Watermark***

The subscription required for VIA by Watermark is a one-time 5-year subscription of \$133. All students in the College of Education Teacher Preparation Program are required to purchase a subscription. Beginning in Fall 2018, you will need a subscription to VIA. As long as your previous PASS-PORT subscription is current, you will still have access to your work in PASS-PORT.

**IMPORTANT:** For those students close to graduation (graduating in Fall 2018, Spring 2019, or Summer 2019), complimentary VIA accounts will be granted.

### **On-Campus VIA Support:**

Email: [via@louisiana.edu](mailto:via@louisiana.edu)

Phone: 337-482-1751

In Person: Maxim D. Doucet Hall (MDD), Room 314

### ***Education Majors/Minors, Alternative Certification Majors, and Master's Degree Candidates***

All Education Majors/Minors, Alternative Certification Majors, and Master's Degree candidates are required to utilize the College of Education's web-based assessment system, VIA, to submit required assignments, artifacts, complete required field experiences, and document candidate progress. Failure to purchase a subscription and/or load required course artifacts with a passing score will result in a grade of "I." For example, all candidates are required to pass all course activities and artifacts in VIA for the calculation of a final grade. VIA provides the opportunity for multiple iterations/submissions of the VIA Assessments in order to see candidate growth.

#### **IMPORTANT: MANDATED DOCUMENTATION OF FIELD EXPERIENCES IN VIA:**

**All Field Experience hours MUST be documented in VIA**, regardless of whether or not your Professor or Instructor includes them as a grade in the course, requests hard copies, or requires you to submit them to him or her through VIA. **You must document all Field Experience hours in VIA using the general field experience artifact template or course-specific artifact template required by some courses.**

#### **College of Education VIA Procedure Options for Faculty Confirmation of Candidate Completion of Required Field Experiences in VIA**

All College of Education candidates are required to complete and submit all required course-based and Clinical Experience Field Experience hours as artifacts in VIA.

Faculty must utilize at least one of the following options in their courses and/or oversight of Clinical Experience candidates to confirm completion and submission of all required Field Experience hours in VIA:

**Faculty can verify completion of required Field Experiences in VIA by one of the following methods:**

- a) **Electronically**: Each candidate must submit their Field Experiences (FEXs) to their respective faculty member in VIA. The artifacts will appear in the faculty member's Task List/Timeline. Faculty must electronically verify all candidates' completion of FEX requirements.
- b) **Hard Copy**: Submission of a hard copy of the electronic VIEW of Field Experience Artifacts from VIA must be provided to the faculty member to document the loading of required FEX hours.

Adopted by College of Education Administrative Council 3-22-12

#### **VIA by Watermark Artifacts**

**Field experiences** must be recorded in VIA. Because the reports are graded, you do not need to submit the entire report to VIA (**signatures from the teacher(s) you observed and your observation notes will be submitted to Moodle for a grade**), but you do need to document where you have been. At the time you submit your field experience hours to VIA, you must also document demographic information about the students that you observed.



The revised and complete Classroom Management Plan is required as an artifact for this course. It must be submitted for Portal III assessment in VIA under “**Unit PIII: Managing an Effective Learning Environment (FA18)**” by the date indicated in this syllabus.

### **Field Experiences**

Students will complete 15 hours (900 minutes total) of field experiences in area public or private schools.

### **Technology Integration**

Moodle will be used as the primary tool for communication between the instructor and the students. All detailed instructions for assignments, as well as additional resources and course notes, will be posted to Moodle. Email will be used as a secondary communication tool, using university email addresses, which must be checked frequently.

## **ASSIGNMENTS**

### **Quizzes (100 points)**

A total of eleven *quizzes* will be available and must be completed on Moodle (see the [Course Schedule](#) for dates). Each quiz will be available until 11:55 pm on the assigned due date, and must be taken in the window of time provided. The quizzes will contain content from assigned course readings and concepts covered in class, and will include multiple choice and true/false questions. The lowest quiz grade will be dropped at the end of the course. If you do not trust your home Internet connection or personal computer, please use either the computer lab in [Maxim Doucet Hall, Room 303](#) or the [Student Technology Enhancement Program \(STEP\) computer labs](#) on campus.

**Warning: THERE ARE NO QUIZ MAKEUPS.** The lowest quiz grade will be dropped at the end of the course.

### **Classroom Management Plan (30 points for each piece; 250 points for final revised CMP)**

The *Classroom Management Plan* is a cumulative assignment that combines edited work submitted from the following assignments: the *Classroom Environment and Culture* assignment; the *Classroom Procedures and Behavior* (Parts I and II) assignments; the *Classroom Questioning, Discussion, and Engagement* assignment; and the *Philosophy of Teaching the Adolescent Learner* assignment. Each of these assignments is described in further detail below.

#### ***Classroom Environment and Culture Assignment***

This section of your *Classroom Management Plan* will address the following questions:

- (1) How will you create a classroom that promotes caring and respect between the teacher and students where differences—both developmentally and intellectually—are respected and supported?
- (2) How would you encourage individual potential?

- (3) How would you respond to students who are disrespectful to the teacher or other students?
- (4) How will you get to know your students, their culture, and their family background?
- (5) How will you convey to students that with hard work they can be successful?

A template and grading rubric for this assignment will be available on Moodle.

### ***Classroom Procedures and Behavior Assignments***

These sections of your *Classroom Management Plan* will address the following:

#### **Part I:**

- (1) Instructional Procedures: procedures used during instruction, such as asking questions; giving feedback; varying types of instruction, such as cooperative learning and use of media and the Internet; and motivation. How will you establish efficient transition routines and clearly define the time between lessons, and maintain on-task behavior?
- (2) Executive Planning: procedures for preparing lesson plans; getting students' attention; involving students in lessons; taking attendance; organizing homework; and maintaining grade books and other student accountability procedures.

#### **Part II:**

- (3) Managing Student Behavior: procedures to organize class activities and your expectations for students, including the agenda; the opening assignment; dismissing class; tardiness; absent work; and unfinished classwork.
- (4) Management Routines: procedures to maintain order and coordinate student behavior, including using arrangement of the classroom and/or instructional space; coordinating bathroom breaks; collecting and returning papers; and students finishing work early.

A template and grading rubric for these assignments will be available on Moodle.

### ***Classroom Questioning, Discussion, and Engagement Assignment***

This section of your *Classroom Management Plan* will address the following questions:

- (1) How will you engage students in higher-order thinking skills by devising critical thinking questions, calling on students equitably, and facilitating follow-up questions?
- (2) What teaching strategies will you use to create genuine discussion among students?
- (3) How will you encourage student exploration and problem solving so all students can be actively engaged in learning?

A template and grading rubric for this assignment will be available on Moodle.

### ***Philosophy of Teaching the Adolescent Learner Assignment***

This final section of your *Classroom Management Plan* will take the form of a 3-5 page paper, based on your previous classroom management plan assignments, which will require you to apply the major concepts, principles, theories, and research related to teaching adolescents to the development of a personal teaching philosophy. Resources will include your texts, journal articles, and Internet research. A grading rubric will be available on Moodle.

### ***Final Classroom Management Plan***

Using feedback from the instructor, you are expected to revise and refine all parts of your *Classroom Management Plan*. Your final version will be submitted to Moodle for a grade, and will also be uploaded to VIA as a Portal III requirement as the artifact for “**Unit III: Managing an Effective Learning Environment (FA18)**.”

### **Field Experiences/Teacher Observation Reports (150 points)**

There is a 15-hour (900 minutes total) *field experiences* component to this course. If you are currently teaching, it may be necessary to take professional days to comply with the requirements, but compliance is essential. Some people who are teaching may be able to use their preparation period to complete the field experiences requirement. Details of the requirements for the *field experiences* (and the *teacher observation reports* you will conduct during them), will be available on Moodle and discussed in class. **Failure to complete this assignment will result in an automatic failure of the course.**

### **Unit Plan (200 points; 10 points for presentation)**

A *Unit Plan* is required of all students. Detailed instructions, an assignment template, and a grading rubric for the Unit Plan assignment, as well as a template for the presentation, will be available on Moodle.

### **Professional Disposition/Participation (40 points)**

Students are expected to demonstrate a professional disposition, and are expected to be in class on time and be prepared—including having read the assigned material—to participate in classroom discussions and activities. Discussions, classwork, or unannounced assignments collected in class will contribute to this category. Additionally, students who do not exhibit dispositional behavior indicative of a Responsive Professional will be notified, counseled, and will have points deducted from this category.

### **Final Exam (100 points)**

For the *Final Exam* for this course, you will apply your classroom management and instructional design knowledge and skills to an exam structured similarly to the *Praxis Principles of Learning and Teaching: Grades 7-12* assessment (*Praxis PLT*), which is a requirement for secondary teacher certification. We will further discuss the content covered by the *Praxis PLT* in class; note that the course objectives and content are meant to address many of these topics.

## COURSE EVALUATION

### Grading Distribution

<u>Assignment</u>	<u>Points</u>	<u>Percentage</u>
Quizzes	100	10%
Classroom Management Plan Assignments	400	40%
<i>Classroom Environment and Culture Assignment</i>	(30)	(3%)
<i>Classroom Procedures and Behavior Assignment (Part I)</i>	(30)	(3%)
<i>Classroom Procedures and Behavior Assignment (Part II)</i>	(30)	(3%)
<i>Classroom Questioning, Discussion, and Engagement</i>	(30)	(3%)
<i>Philosophy of Teaching the Adolescent Learner Assignment</i>	(30)	(3%)
<i>Final Classroom Management Plan</i>	(250)	(25%)
Teacher Observation Reports (signature page and observation notes)	150	15%
Unit Plan Presentation	10	1%
Unit Plan	200	20%
Professional Disposition/Participation	40	4%
Final Exam	100	10%
<b>TOTAL</b>	<b>1000</b>	<b>100%</b>

### Grading Scale

The percentages for all assignments will be added and a letter grade will be assigned based on the following scale:

93.0 - 100.0 % = A

85.0 - 92.9 % = B

77.0 - 84.9 % = C

69.0 - 76.9 % = D

0.0 - 68.9 % = F

## COURSE POLICIES AND PROCEDURES

### Assignment Format and Submission Procedure

All written assignments are to be typed using Microsoft Word, with 12-point Times New Roman font, and 1-inch margins ([this syllabus](#) follows that format). American Psychological Association (APA) format must be used for citations, and references must be provided for all assignments. Please refer to the Purdue University Online Writing Lab (OWL) website for APA format guidelines: <https://owl.english.purdue.edu/owl/resource/560/01/>

*All assignments must be turned in using Moodle in order to be considered on time and to be graded. I will not accept hard copies of assignments or emailed assignments.*

### Late Assignments

All assignments will be considered late if not submitted via Moodle by 11:55 pm on due dates. There will be a 10% of the assignment grade penalty assessed for each calendar day an assignment is late (i.e., -10% of the total assignment points for submissions by 11:55 pm the day following the due date, and -20% of the total assignment points for submissions by 11:55 pm two days after the due date). **After two days, no late assignments will be accepted, and a zero will be given for that assignment.** Assignments that are submitted late will be graded at my convenience and only after assignments that were submitted on-time by other students have been graded. As the instructor, I reserve the right to decline make-up assignments. There are no make-up quizzes.

### Use of Technology in Class

Cell phones should be off or silent and **kept away** during class, and laptops/computers should be used respectfully, judiciously, and **only for course purposes**. Irresponsible or disrespectful use of technology will result in a deduction of Professional Disposition/Participation points.

### Emergency Evacuation Procedures

A map of this floor is posted near the elevator marking the evacuation route and the Designated Route Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Students who may need assistance should identify themselves to the teaching faculty.

### Attendance Policy

Students are expected to attend class regularly. **If you miss more than 10% of class time (i.e., more than three (3) of our twenty-seven (27) class meetings), your course grade will be lowered by 10% (one letter grade), with increasing penalties as the time missed escalates.** Tardiness to class will affect your academic grade average and Professional Disposition/Participation points. Students are responsible for obtaining notes and handouts of all work missed from a responsible classmate. Students are advised to identify partners for sharing information and collecting handouts in case of an unexpected absence.

### Communication through Email

**Please check your louisiana.edu email account regularly**, or have messages that are sent to that address forwarded to another account that you access frequently. Your university email address will be how I will contact you with any questions, reminders, or announcements, as needed.

## **Academic Honesty**

The College of Education adheres to the policy on academic honesty as outlined in the Undergraduate Bulletin (2011-2013).

The following is excerpted from the [2018-2019 Undergraduate and Graduate Academic Catalog](#) in the [Academic Honesty](#) subsection, under [Policies](#) and Rules and Regulations:

### **Academic Honesty**

#### **A. Introduction**

The University holds that all work for which a student will receive a grade or credit shall be an original contribution or shall be properly documented to indicate sources. Abrogation of this principle entails dishonesty, defeats the purpose of instruction, and undermines the high goals of the University. Cheating in any form will not be tolerated. Students shall be assumed to know the acceptable methods and techniques for proper documentation of sources and to avoid cheating and plagiarism in all work submitted for credit, whether prepared in or out of class.

#### **B. Definitions of Cheating and Plagiarism**

Cheating, in the context of academic matters, is the term broadly used to describe all acts of dishonesty committed in taking tests or examinations and in preparing assignments. Cheating includes but is not limited to such practices as gaining help from another person or using unauthorized notes when taking a test, relying on a calculator if such an aid has been forbidden, and preparing an assignment in consultation with another person when the instructor expects the work to be done independently. In other words, cheating occurs when a student makes use of any unauthorized aids or materials. Furthermore, any student who provides unauthorized assistance in academic work is also guilty of cheating.

Plagiarism is a specific type of cheating. It occurs when a student claims originality for the ideas or words of another person, when the student presents as a new and original idea or product anything which in fact is derived from an existing work, or when the student makes use of any work or production already created by someone else without giving credit to the source. In short, plagiarism is the use of unacknowledged materials in the preparation of assignments. The student must take care to avoid plagiarism in research or term papers, musical compositions, science reports, laboratory experiments, and theses and dissertations.

#### **C. Penalties**

Cheating and plagiarism are serious offenses. The minimum penalty for a student guilty of either dishonest act is a grade of “zero” for the assignment in question. The maximum penalty is dismissal from the University.

## **Students Requiring Special Accommodations**

Students requiring special academic accommodations for a disability must first be registered with the [Office of Disability Services \(ODS\)](#) to verify the disability and to establish eligibility for accommodations. Students may call 337-482-5252, or visit the ODS office in Agnes Edwards Hall (formerly known as the Conference Center), Room 126. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements. Official documentation should be provided to the instructor by the student in a timely manner.

## RESOURCES

### **General Professional Associations and Journals (valuable for all secondary teachers)**

[ASCD \(formerly the Association for Supervision and Curriculum Development\)](#)

[Phi Delta Kappa International](#)

<a href="#"><i>American Secondary Education</i></a>	<a href="#"><i>The Education Digest</i></a>	<a href="#"><i>Phi Delta Kappan</i></a>
<a href="#"><i>The Clearing House</i></a>	<a href="#"><i>Educational Leadership</i></a>	

### **Subject-Specific Professional Associations and Journals**

Each secondary subject area has an appropriate association that, generally, has one or more journals it publishes. Each also, generally, has state-level organizations. A few are listed here; your advisor or subject-specific methods instructor can provide more.

<b>Subject</b>	<b>Organization</b>	<b>Journal Example</b>
Art	<a href="#">National Art Education Association (NAEA)</a>	<a href="#"><i>Art Education Journal</i></a>
Business	<a href="#">National Business Education Association (NBEA)</a>	<a href="#"><i>Business Education Forum</i></a>
English/Language Arts	<a href="#">National Council of Teachers of English (NCTE)</a>	<a href="#"><i>English Journal</i></a>
Family and Consumer Sciences/ Home Economics	<a href="#">American Association of Family &amp; Consumer Sciences (AAFCS)</a>	<a href="#"><i>Journal of Family &amp; Consumer Sciences</i></a>
Foreign Language	<a href="#">American Council on the Teaching of Foreign Languages (ACTFL)</a>	<a href="#"><i>The Language Educator</i></a>
Health/Physical Education	<a href="#">Society of Health and Physical Educators (SHAPE)</a>	<a href="#"><i>American Journal of Health Education</i></a>
Mathematics	<a href="#">National Council of Teachers of Mathematics (NCTM)</a>	<a href="#"><i>Mathematics Teacher</i></a>
Music	<a href="#">National Association for Music Education (NAfME)</a>	<a href="#"><i>Music Educators Journal</i></a>
Science	<a href="#">National Science Teachers Association (NSTA)</a>	<a href="#"><i>The Science Teacher</i></a>
Social Studies	<a href="#">National Council for the Social Studies (NCSS)</a>	<a href="#"><i>Social Education</i></a>
Special Education	<a href="#">Council for Exceptional Children (CEC)</a>	<a href="#"><i>Exceptional Children</i></a>
Speech	<a href="#">National Communication Association (NCA)</a>	<a href="#"><i>Spectra</i></a>

## **Related Materials and Resources**

Copies of current curriculum guides and the comprehensive curricula used in Louisiana and the Department of Education's *Grade Level Expectations* are available in the [Instructional Materials Center](#) on the first floor of MDD or online at the [Louisiana Department of Education](#). A wide variety of sample unit plans, some professional journals, and secondary textbooks with teachers' guides are also located there. Sample Unit Plans from a prior version of this course are also reserved for your perusal in the Instructional Materials Center.

## **References**

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- Ormrod, J. E. (2008). *Human learning* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Santrock, J. W. (1998). *Adolescence* (7<sup>th</sup> ed.). Boston, MA: McGraw Hill.
- Smith, P. L., & Ragan, T. J. (2005). *Instructional design* (3<sup>rd</sup> ed.). Hoboken, NJ: John Wiley & Sons, Inc.
- Strother, D. B. (1985). Classroom management. *The Phi Delta Kappan*, 66(10), 725-728.
- Van Tartwijk, J., de Brok, P., Veldman, I., & Wubbels, T. (2009). Teachers' practical knowledge about classroom management in multicultural classrooms. *Teaching and Teacher Education*, 25(3), 453-460.
- Zuckerman, J. T. (2007). Classroom management in secondary schools: A study of student teachers' successful strategies. *American Secondary Education*, 35(2), 4-16.



## COURSE SCHEDULE

**EDCI 450 (001), Spring 2019**  
**Classroom Management and Instructional Design for Secondary Teachers**  
**Instructor: Leigh M. Tolley, Ph.D.**

Due dates are subject to change. Changes will be announced in class and posted in Moodle.

Week	Day/Date	Class Delivery Method/Location	Topic/Assignments
1	W – Jan. 16	Face-to-face (F2F) / MDD 109	<b>Syllabus and introduction to the course</b> <b>Reflecting on our own classroom management experiences as learners</b> <b>Overview of course projects</b>
2	M – Jan. 21 W – Jan. 23	No class F2F / MDD 109	<i>Dr. Martin Luther King, Jr. Holiday</i> <b>Introduction to classroom management</b> <u>Reading:</u> <i>Classroom Management for Middle and High School Teachers</i> (Emmer & Evertson, 2017), pp. 1-10 <u>Supplemental Reading:</u> <i>The Classroom Management Book</i> (Wong & Wong, 2014), pp. 2-14 <b>Preparation before the first day of school: Room arrangement and planning</b> <u>Reading:</u> Emmer and Evertson (2017), pp. 28-45; 90-98 <u>Supplemental Reading:</u> Wong and Wong (2014), pp. 15-59 <i>Week 02 Quiz (complete prior to 11:55 pm on 1/27)</i>
3	M – Jan. 28 W – Jan. 30	F2F / MDD 109 F2F / MDD 109	<b>Starting the year off right: Rules, routines, and relationships</b> <u>Reading:</u> Emmer and Evertson (2017), pp. 46-54; 11-27; 99-119 <u>Supplemental Reading:</u> Wong and Wong (2014), pp. 60-87 <b>Student procedures before, during, and after instruction (including demonstrating appropriate behavior)</b> <u>Reading:</u> Emmer and Evertson (2017), pp. 55-62; 65-69; 165-185; 210-238 <u>Supplemental Reading:</u> Wong and Wong (2014), pp. 88-110 <i>Week 03 Quiz (complete prior to 11:55 pm on 2/3)</i>

Week	Day/Date	Class Delivery Method/Location	Topic/Assignments
4	M – Feb. 4	F2F / MDD 109	<b>Classroom and school procedures</b> <u>Reading:</u> Emmer and Evertson (2017), pp. 63-64; 69-70 <u>Supplemental Reading:</u> Wong and Wong (2014), pp. 112-173
	W – Feb. 6	F2F / MDD 109	<b>Getting down to it: Planning and conducting instruction</b> <u>Reading:</u> Emmer and Evertson (2017), pp. 120-144; 145-164 <u>Supplemental Reading:</u> Wong and Wong (2014), pp. 174-207 <b>Due: Classroom Environment and Culture assignment</b> <i>Week 04 Quiz (complete prior to 11:55 pm on 2/10)</i>
5	M – Feb. 11	F2F / MDD 109	<b>Teaching students at all levels</b> <u>Reading:</u> Emmer and Evertson (2017), pp. 239-273 <u>Supplemental Reading:</u> Wong and Wong (2014), pp. 208-227
	W – Feb. 13	F2F / MDD 109	<b>Managing the many facets of being a teacher</b> <u>Reading:</u> Emmer and Evertson (2017), pp. 71-89; 186-209 <u>Supplemental Reading:</u> Wong and Wong (2014), pp. 228-270 <i>Week 05 Quiz (complete prior to 11:55 pm on 2/17)</i>
6	M – Feb. 18	F2F / MDD 109	<b>Introduction to instructional design</b> <b>Theory- and research-based active instruction</b> <u>Reading:</u> Theory- and Research-based Active Instruction (Teachers' Curriculum Institute, 2010)
	W – Feb. 20	F2F / MDD 109	<b>Theories of curriculum and instruction: Bandura, Piaget, and Vygotsky</b> <u>Readings:</u> Bandura - Social Learning Theory (McLeod, 2016); Jean Piaget (McLeod, 2015); Lev Vygotsky (McLeod, 2014) <b>Due: Classroom Procedures and Behavior (Part I) assignment</b> <i>Week 06 Quiz (complete prior to 11:55 pm on 2/24)</i>
7	M – Feb. 25	F2F / MDD 109	<b>Theories of curriculum and instruction: Kohlberg, Maslow, and Dewey</b> <u>Readings:</u> Kohlberg – Moral Development (McLeod, 2013); Understanding Maslow's Theory of Self-Actualization (Vinney, 2018); John Dewey (Garrison, 1999)
	W – Feb. 27	F2F / MDD 109	<b>Understanding by Design</b> <u>Reading:</u> Understanding by Design Framework (McTighe & Wiggins, 2012) <i>Week 07 Quiz (complete prior to 11:55 pm on 3/3)</i>
	Mar. 4-6	No class	<b>Mardi Gras Holiday</b>

Week	Day/Date	Class Delivery Method/Location	Topic/Assignments
8	M – Mar. 11	F2F / MDD 109	<b>Standards-based instruction</b> <b>Bloom’s Taxonomy</b>
	W – Mar. 13	F2F / MDD 109	<b>Big ideas, objectives, and essential questions</b> <i>Due: Classroom Procedures and Behavior (Part II) assignment</i> <i>Week 08 Quiz (complete prior to 11:55 pm on 3/17)</i>
9	M – Mar. 18	F2F / MDD 109	<b>Rubrics, checklists, and other classroom assessments</b>
	W – Mar. 20	F2F / MDD 109	<b>Teaching the adolescent learner</b> <u>Readings:</u> The Adolescent Brain – Learning Strategies & Teaching Tips (Crisp, 2008); Reach Them to Teach Them (Tomlinson & Doughty, 2005) <i>Week 09 Quiz (complete prior to 11:55 pm on 3/24)</i>
10	M – Mar. 25	F2F / MDD 109	<b>Interactive learning strategies</b> <u>Reading:</u> Interactive Techniques (Yee, n.d.) <b>Assessing through instruction: Formative assessment</b> <u>Reading:</u> Tools for Formative Assessment: Techniques to Check for Understanding; Processing Activities (Lambert, 2012)
	W – Mar. 27	F2F / MDD 109	<b>Unit Plan workshop</b> <i>Due: Classroom Questioning, Discussion, and Engagement assignment</i> <i>Week 10 Quiz (complete prior to 11:55 pm on 3/31)</i>
11	M – Apr. 1	F2F / MDD 109	<b>Cooperative learning</b> <u>Reading:</u> The Structural Approach to Cooperative Learning (Kagan, 1989/1990)
	W – Apr. 3	F2F / MDD 109	<b>Problem-based learning</b> <u>Reading:</u> Problem Solving Groupwork (Teachers’ Curriculum Institute, 2010) <i>Due: Philosophy of Teaching the Adolescent Learner assignment</i> <i>Week 11 Quiz (complete prior to 11:55 pm on 4/7)</i>

Week	Day/Date	Class Delivery Method/Location	Topic/Assignments
12	M – Apr. 8	ONLINE	<b>Direct versus indirect teaching and independent learning</b> <u>Readings:</u> Effective Teaching Strategies for Direct and Indirect Instruction in Teaching Engineering Implemented at Tallinn University of Technology (Rüütmann & Kipper, 2011); Teaching Methods to Encourage Independent Learning and Thinking (DeLong, 2009)
	W – Apr. 10	ONLINE	<b>Constructivism and the Spiral Curriculum</b> <u>Readings:</u> The Spiral Curriculum (Johnston, 2012); Jerome Bruner’s Constructivist Model and the Spiral Curriculum for Teaching and Learning (General Teaching Council for England, 2006)
	<i>April 15-19</i>	<i>No class</i>	<i>Easter/Spring Break Holiday</i>
13	M – Apr. 22	F2F / MDD 109	<b>Experiential learning</b> <u>Reading:</u> Experiential Exercise (Teachers’ Curriculum Institute, 2010)  <b>Teaching with technology</b> <u>Reading:</u> What Is Successful Technology Integration? (Edutopia, 2007)
	W – Apr. 24	F2F / MDD 109	<b>VIA file uploads</b>  <b>Due <u>in class</u>:</b> Final version of Classroom Management Plan <u>and</u> submission of Field Experiences to VIA  <b>Due:</b> Final Classroom Management Plan <u>and</u> Teacher observation reports (signature page and observation notes) to Moodle  <b>Week 13 Quiz (complete prior to 11:55 pm on 4/28)</b> <b>Due to Moodle by 11:55 pm 4/28: Unit Plan presentation</b>
14	M – Apr. 29	F2F / MDD 109	<b>Unit Plan presentations</b>
	W – May 1	F2F / MDD 109	<b>Unit Plan presentations</b> <b>Course wrap-up</b> <b>Due: Unit Plan</b>

\*\* Subject to change at the professor’s discretion.

**FINAL EXAM: THURSDAY, MAY 9, 2019, 11:00 am-1:30 pm**