Course Syllabus

COURSE: Secondary Practicum and Classroom Management (EDUC 351)

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SCHEDULE  2:00 W  
TERM: Spring 2014

OFFICE HOURS: 8:00 - 10:00  
TER M:  
1:00 – 3:00

TEXTBOOK: Recommended: *The First Days of School: How To Be An Effective Teacher* by Harry Wong (4th edition)  
ISBN: 978-0-9764233-1-7

COURSE DESCRIPTION:
An opportunity for pre-service teachers to gain experience in a secondary classroom in preparation of student teaching. The student works closely with a secondary classroom teacher to develop a greater understanding of effective teaching and classroom management strategies. Students are encouraged to take the practicum the same semester as their secondary methods course. Prerequisite: Secondary Methods and admission into Teacher Education is required.

COURSE PURPOSE:
The course is designed to provide foundation for five theories of classroom management and bi-weekly assignments include questions that require students to reflect on pros and cons for each of the five theories. The course also integrates textbook content about time management, development of classroom rules and procedures, and effective instructional strategies. During the field experience teacher candidates receive opportunities to assist cooperating teachers and to engage in teaching practices as allowed by the cooperating teacher.

UNIVERSITY ABILITY PROJECT:
The University Ability project for this course meets the Education Ability of Planning Lessons. Teacher candidates will develop a series of four lesson plans during the semester. To successfully meet project requirements, each plan must align with the lesson plan template used in class. An assessment checklist is posted in Blackboard Course Documents.
InTASC STANDARDS:

<table>
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<tr>
<th>EDUC 351: Secondary Practicum and Classroom Management</th>
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Curriculum alignment with InTASC Standards and VCSU University Abilities

InTASC Standard #3 Learning Environment: Assessment checklist for Classroom Management Theory project

InTASC Standard #7 Planning for Instruction: Assessment checklist for Lesson Planning project

VCSU University Ability: Planning Lessons

Project: Teacher candidates pick the best of their four required lesson plans to upload to Myefolio. Once the lesson is uploaded candidates will use the Cap Evidence form to reflect on how this project met the Planning Ability

COURSE OBJECTIVES:
Upon successful completion of this course, learners will be able to:

1. Summarize each of the five classroom management theories presented during the course;

2. Compare and contrast effective classroom management strategies used by teachers during practicum experiences;

3. Outline characteristics of secondary school teachers who are effective classroom managers;

4. Describe academic and behavioral characteristics of students who tend to achieve and of students who don’t tend to achieve in secondary school classes;

5. Develop a written case study of a selected secondary student who will be observed during field experience observations;

6. Create and implement lessons in a secondary school setting.

COURSE REQUIREMENTS:
1. Attend and participate during each class session. Learners will be expected to communicate and clear absences prior to class if they will not be in class that particular day.
2. Complete reading assignments from internet sites and related handouts. Reading assignments will form a foundation for classroom management theory assignments and class discussions.

3. Complete each Classroom Management Theory assignment. Course content will include five classroom management theory assignments, each of which will focus on a different theory of effective classroom management. Classroom Management Theory assignments will typically be posted in class every two weeks and will be due on Wednesday, two weeks after the assignment is made. Specific instructions will be included with each assignment.

Note: The following schedule of topics, assignment dates, and assignment due dates is provided for your reference:

<table>
<thead>
<tr>
<th>Assignment Topic</th>
<th>Assigned Date</th>
<th>Assignment Due Date</th>
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<tbody>
<tr>
<td>Discipline with Dignity</td>
<td>October 8</td>
<td>October 22</td>
</tr>
<tr>
<td>Love and Logic</td>
<td>October 22</td>
<td>November 5</td>
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<tr>
<td>Character Counts</td>
<td>November 5</td>
<td>November 12</td>
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<tr>
<td>Control Theory</td>
<td>November 12</td>
<td>November 26</td>
</tr>
<tr>
<td>Behavior Modification</td>
<td>November 26</td>
<td>December 10</td>
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4. Participate in field experience activities as assigned by your methods teacher or by your cooperating teacher. Each learner will complete a “field experience application form” which will be used by our Director of Field Experiences to place you with a cooperating teacher. Learners will be required to complete a 30-hour field experience in the assigned placement. The assigned cooperating teacher will submit a final evaluation for this field experience.

5. Develop lesson plans and teach a minimum of four “mini lessons” during the practicum experience or during your methods class. Teaching opportunities, as well as expectations for successfully completing the teaching assignments, will be determined by your methods teacher and/or cooperating teacher(s). Note: “mini lessons” include 15-20 minutes of instructional time. You are encouraged to arrange to teach at least one full lesson (full secondary class period) during your field experience.

6. Select one student and keep observation notes on that student for a minimum of four field experience periods. This case study will focus on the student’s behaviors demonstrated during observation times. Include observations of the student’s behavior during class sessions, reflections about what types of activities interest or disinterest the student, and reflections
about “why” the student might act the way he/she does. (Note: You can arbitrarily select any student to observe. The student you select may be a high achiever, an average student in the class, or a student who seems to have significant learning and/or behavioral problems.

EVALUATION:
Because the final grade for this class is S/U rather than traditional letter grades, the “scores” posted in Blackboard Grade Center will be worth 20 points for each assignment. Once the assignment has been completed successfully, you will receive a score of 20 for that assignment. If any assignment from the checklist below does not meet expected levels of performance in the initial submission, you will be asked to revise that assignment until it meets the expected standards. Feedback for all assignments will be provided as soon as possible after the assignments are submitted. For bi-weekly assignments, which are due on Wednesday class sessions, scores will always be posted the following day – within 24 hours of the assignment due date.

Satisfactory/Unsatisfactory (S/U) grading will be used. The checklist of requirements below must be met for learners to receive a final “S” grade.

- Submit all written assignments with appropriate quality
- Participate as required during each discussion
- Complete practicum hours and receive a satisfactory final evaluation from the cooperating teacher
- Demonstrate ability to plan and implement lessons – monitored by your cooperating teacher
- Select one lesson plan to serve as your model for the University Ability project. Upload that lesson and the Cap Evidence reflection form into myefolio.
- Submit the assigned case study

UNIVERSITY POLICIES AND SERVICES
Students are encouraged to review each of the links listed below to become aware of various policies and services available to all VCSU students.

Academic Integrity Policy:  http://www.vcsu.edu/documents/vp.htm?p=2625&cm=1
General Support Services:  http://www.vcsu.edu/documents/vp.htm?p=2625&cm=1
Disability Support Services:  http://www.vcsu.edu/documents/vp.htm?p=2625&cm=1
Library Services:  http://www.vcsu.edu/documents/vp.htm?p=2625&cm=1
Learning Center Services:  http://www.vcsu.edu/documents/vp.htm?p=2625&cm=1