



Education

EDF 3251 & 5255 - Classroom Management

Florida International University

Spring 2018

(Syllabus is subject to change)

Instructor: Dr. Remy Dou

Course Schedule: Tuesdays 5 - 740

Office: ZEB 255B

Office Hours: W, 12:15 - 1:30 (Generally available Wed.; can schedule on a one-to-one basis)

Phone: 786-238-1667

Email: rdou002@fiu.edu

Course website: <https://sites.google.com/site/fiuedf3251/>

Required Resources

- Laptop or tablet if available
- Recommended Text: *The First Days of School: How to be an Effective Teacher.* Wong, H.K. & Wong, R.T. Wong Publications, 2009
- TaskStream Account
 - **COE Information:** https://w.taskstream.com/ts/chang28/COE_WEBSITE
 - **Taskstream:** <https://www1.taskstream.com/>
- Submit your homework here

Course Description

Classroom Management provides teachers understanding, skills, and dispositions for successful classroom management. By making appropriate instructional and educational decisions, teachers promote student learning and students acquire content as well as procedures and models of behavior, in a safe learning environment. Multicultural competence in the class will enhance classroom management and result in improved student learning outcomes. This course will assist the pre-service teacher in the recognition of one's own ethnocentrism; augment understanding of the broader social, economic, and political contexts of student behavior; and develop the pre-service teacher's ability and willingness to use culturally appropriate management strategies to develop a caring classroom.

Course Objectives

1. Use knowledge of how students learn (stages of reasoning, moral, cognitive and social concepts) to create a classroom management plan that is safe and fair and promotes equity in the instructional environment (INTASC 3.5, 5.3, 5.5) (PECS 1.1)
2. Use knowledge of how students differ in their learning to promote fairness yet maintain consistent behavior standards. (INTASC 5.1, 5.3, 5.5) (PECS 1.2)
3. Explain the relationship between good instructional planning and classroom management to support appropriate behavior (INTASC 5.5, 7.3) (PECS 2.4)
4. Explain how communication (verbal & non-verbal) can influence behavior, and value and promote many modes of communication. (INTASC 6.1, 6.3) (PECS 2.5)
5. Identify and plan the use of the basic elements of a organizing classrooms.(INTASC 3.5, 5.3, 5.5) (PECS 2.1)
6. Demonstrate the ability to organize a classroom environment and implement a variety of procedures to prevent classroom problems and use a range of various models of classroom management to encourage cooperation and purposeful learning. (INTASC 5.1, 5.3, 5.5) (PECS 2.1)
7. Believe ALL students can be motivated to learn regardless of ability, background, or attitudes (INTASC 5.3, 5.4, 6.3, 9.3) (PECS 2.3)
8. Believe parents have a vital role in the educational process and identify a variety of ways of involving parents in the growth and development of their child (INTASC 8.5, 8.6, 10.3) (5.4)
9. Believe significant changes can be made in student behavior (INTASC 5.1, 10.4) (PECS 2.3)
10. Believe in and explain the crucial role of teacher in creating a classroom structure and environment that promotes ALL students' learning (INTASC 5.3, 5.5, 9.3) (PECS 1.4)

Course expectations

This course is designed to involve you in a student-centric, activity-oriented setting. As your instructor, I hold the philosophy that learning is inherently a social endeavor. You can expect to participate in activities that encourage you to interact with peers at various levels (e.g., one-on-one, in small group settings, as a class). Because some of the activities require you to work on collaborative projects, we will establish group norms around how to hold each other accountable to group goals, as well as establishing what counts as appropriate interactions with your group members.

Course Grades Summary

Course grades will be based on the assignments described in the next page. Additional description for each assignment will be discussed in class and can be found in the course website (see page 1). The requirements will be weighed as follows:

UNDERGRADUATE COURSE REQUIREMENTS	POINTS
Accountable Readings	14
Learning Environment Plan Phase I	15
Learning Environment Plan Phase II	15
IRIS Modules: Classroom Management Part #1	10
IRIS Modules: Addressing Disruptive Behaviors Part #1	10
IRIS Modules: Addressing Disruptive Behaviors Part #2	10
Role-play and Discussion Scenarios (7 total)	14
Class Activities	10
ASSIGNMENT: Learning Environment Plan *TaskStream assignment	2
Total	100

Grade Scale

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	D	72-60
B	83-86	F	0-59
B-	80-82		

Student Attendance

Absences. Attendance is not graded for this course. Nevertheless, we will do many of the graded assignments in-class. Because these assignments are meant for group settings, I do not allow make up work for absences. The only exceptions are documented evidence of medical circumstances or civic duty (e.g., jury) preventing your attendance. If you have to miss a class because of an excused reason, it is your responsibility to provide me with evidence no later than the next class session. After an absence, you should obtain class notes from your peers.

Tardiness. You are also expected to arrive on time, and stay the entire class session. Students who arrive more than ten minutes late (or leave early) will face a maximum of 50% deduction

for any in-class assignment due that day (determined at my discretion), and may be required to make up work.

Assignments

For assignments turned in late, 5% will be lost per late day or any fraction thereof, including weekends and holidays. You should always keep a copy of your work before you submit.

Grading/Evaluation

Course grades will be determined based on your performance in 8 categories:

1. **Accountable Reading:** Various activities will require you to be prepared for class discussions, this includes completing the course readings. One of two accountable reading tasks will be assigned each day:
 - a. **Reading Activities:** You will create ways to link readings to lessons learned in class. Each of these activities will consist of two components: an artifact and a short, written response. The artifact can be a song, photograph, movie title, or something that symbolizes your perspective described in the written response. The written response should include three things: (a) a description of the connections you found between a class activity and the readings, (b) a description of the connection between the readings and your personal experience or thoughts, and (c) a description of how the artifact represents your views.
2. [**Role-play and Discussion Scenarios \(7 total\)**](#)
3. [**Learning Environment Plan: Phase I**](#)
4. [**Learning Environment Plan: Phase II**](#)
5. [**Iris Modules \(3 of them\)**](#)
 - a. Addressing Disruptive and Non Compliant Behaviors Part I (Due Sept. 26)
 - b. Addressing Disruptive and Non Compliant Behaviors Part II (Due Oct. 17)
 - c. Classroom Management (Part 1): Who's in Charge? (Due Nov. 14)
6. [**Class Activities \(See “Course Content by Day”\)**](#)

FEAPs-FL Educator Accomplished Practices

- **Standard 1.a.2 – The Learning Environment:** To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative. The effective educator consistently:
 - **Indicator 1.a.2.a:** Organizes, allocates and manages the resources of time, space and attention
 - **Indicator 1.a.2.b:** Manages individual and class behaviors through a well-planned management system
 - **Indicator 1.a.2.d:** Respects students' cultural, linguistic and family background
 - **Indicator 1.a.2.f:** Maintains a climate of openness, inquiry, fairness and support

TESOL Standards Assessed

- **Domain 1: Culture (Cross-Cultural Communications)**
 - **Standard 1:** Culture as a Factor in ELLs' Learning: Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.
 - **Indicator 1.1.e:** Understand and apply knowledge about home/school connections to build partnerships with ELLs' families
- **Domain 4: Curriculum and Materials Development**
 - **Standard 1:** Planning for Standards-Based Instruction of ELL's: Teacher will know, understand and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.
 - **Indicator 4.1.b:** Create supportive, accepting, student-centered classroom environments

University Policies

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which

demonstrates respect for themselves, their fellow students, and the educational mission of the University.

Academic Misconduct: Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct. All students are deemed by the

University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Accommodations: If you are registered with the Office of Disability Services, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not contacted the Office of Disability Services, please call 305-348-3532 or go to GC190 to register for services.

Plagiarism - Plagiarism is the act of representing words, data, works, ideas, computer program or output, or anything not generated by the student as his or her own. Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an "F" in the course and being suspended from the University. Please note that your paper may be examined by turnitin.com to detect possible cases of plagiarism. For more information, see <http://coeweb.fiu.edu/plagiarism/>

Additional Resources:

Florida Educator Accomplished Practices

Website:

<http://www.fl DOE.org/teaching/professional-dev/the-fl-educator-accomplished-practices.shtml>

FL DOE State Standards through CPALMS

<http://www.cpalms.org/Public/search/Standard>

Tentative Calendar (Subject to change)

For a more detailed class agenda, visit:

https://drive.google.com/open?id=1ZFjoi3uS4_tw1LMds91RdGZZysTMSP7VCNT5D_dXO4Q

Date	Topic
Week 1	
Week 2	
Week 3	
Week 4 & 5	
Week 6	
Week 7	
Week 8 & 9	
Week 9 & 10	
Week 10 & 11	
Week 11 & 12	
Week 13	
Week 14	
Week 15	