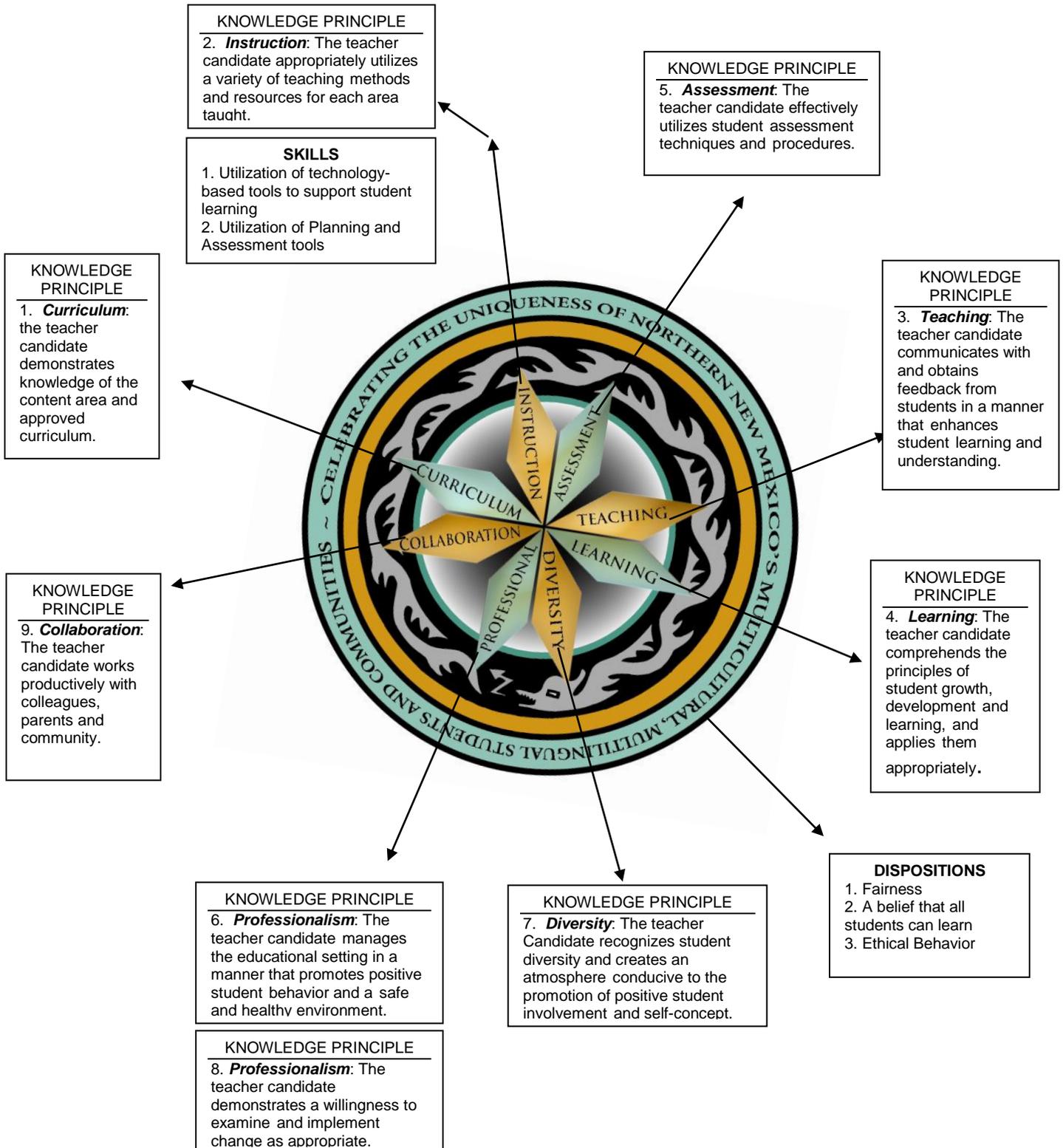




Northern New Mexico College
College of Education
EDUCATION ED 326 and ED 311(Practicum)
Strategies for Successful Classrooms
Fall 2013



The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

- I. Credit Hours: ED 326 = 2; ED 311 = 1
- II. Semester Taught: Fall 2013
- III. Face to face meetings: August 20th; Sept 17th; Oct 8th; Dec 3rd
- IV. Instructor Information:
- V.

Instructor: Dr. Rose Chiovitti-Cavalcante	Communication Information: rcavalcante@nnmc.edu 505-747-5463	Office Hours: Mo 10am -12pm Tu 4-5 pm Th 4-6 pm or by appointment
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- VI. Required Text:
 - 1) Wong, Harry (4th edition).The first days of school. ISBN:9780976423317 Publisher: Harry K Wong Publications
 - 2) Jones, Vern (1st edition). Practical Classroom Management Edition:1st ISBN:9780137082117 Publisher: Pearson

VII. Attendance :
 Attendance in the face to face and active participation in the on line classes will be expected since it is a demonstration of professional commitment. Research indicates that exposure to and active responding and processing of information during classes leads to a better long-term retention and application. Thus, your participation will be an important part of this course.

VIII. Course Description
 ED 326: In this class you will learn basic classroom processes, techniques and procedures to help you manage your classroom for high levels of student success. You will learn practical strategies for increasing student motivation and learning in a diverse classroom. You will also learn practical strategies for managing student behavior and discipline in your future classroom.
 Co-requisite: ED311

ED 311: This class consists of a Practicum connected with the ED326 class. You will spend 36 hours in a classroom observing classroom procedures, routines, discipline of students, etc. You will be expected to write a reflective journal of your observations, interview your mentor teacher and keep a log of all the hours you spent observing in the classroom. For this class you should focus on Standard C of the NM entry level teacher competencies:
 Classroom Management
 Co-requisite: ED 326.

IX. Course Objectives:
 Upon completion of this course students will:

OBJECTIVES	NM COMPETENCIES	CONCEPTUAL FRAMEWORK
Understand models of	A1,2,3	Knowledge 4, 6, 7

classroom management and observe these in the classroom.	C 1	Dispositions 1, 3
Develop and implement a classroom management plan.	C 2; C3 K 2	Knowledge 4,6, 7 Dispositions, 1, 3 Skills 2
Be able to provide a safe classroom environment for optimal learning and students' success.	F2 C4; C5; C7 G2,5 I 8, 11 K9	Knowledge 4, 6, 7 Dispositions 1, 2, 3 Skills 2
Seek student understanding and input for classroom procedures, rules, and consequences.	F2,7 C 6 G6 K11, 12	Knowledge 4, 6, 7 Disposition 1, 3
Be able to manage time and materials effectively to minimize distractions and disruptions in the classroom.	E1d C10; C11	Knowledge 4, 6, 7 Dispositions 1, 2, 3 Skills 2
Be able to develop behavioral management and discipline systems that are respectful of the students.	F7 C8; C9 G6 I 10 K11, 12	Knowledge 4, 6, 7 Dispositions 1, 3 Skills 2

X. Assessment Criteria:

GRADING SCALE FOR ED 326

- 1) Hot Topic Paper and presentation – 20%
- 3) Discussions – 25%
- 4) Classroom Management Plan – 20%
- 5) Behavior Intervention Plan – 25%
- 6) Annotated Bibliography – 10%

Assignments turned in later than the due date will suffer point deductions according to the discretion of the instructor. Discussions posted late will not be accepted and will receive a grade of ZERO.

GRADING SCALE FOR ED 311

- 1) Observation Journal /Reflections/Disposition checklists– 40%
- 2) Signed Time Log – 40%
- 3) Teacher interview – 20%

A+ 100%; A= 99-93%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%

XI. Discussions and Assignments' Descriptions

- 1) **TEACHER INTERVIEW:** As soon as you start your visits to the classroom, you should set up a date to interview the classroom teacher. The interview should focus on the organization and management of the classroom and also on management of students' behavior. The interview should be transcribed in full. Do not forget to have the teacher sign a permission form, stating that the information will be used only for the purposes of this class. You should not identify the teacher or students by name in your paper. The interview should be semi-structured, that is, you will start with a prescribed set of questions (provided below) but can (and should) include questions of your own that you judge to be important for following up on the answers. Some possible interview questions are:
- How important do you think it is a vision or mission statement for a classroom management plan?
 - What are your major priorities when planning the physical environment of your classroom? How does the age-group, school you work, and content areas you teach influence your priorities?
 - How do you teach and address, in the first weeks of class, the main procedures of the classroom for your students? (classroom routines, etc.)
 - How do you teach or transmit the classroom rules to your students in the beginning of the year?
 - How do you manage transitions?
 - What are some of the real or perceived threats that are a regular part of your students' school experience?
 - What are the effects of these threats on their learning? What do you do, as a teacher, to offset these threats?
 - To what extent do you think you should discuss classroom rules with your students or simply state them? Why?
 - How did you change procedures and behavior management approaches since your first started as a teacher?
 - Describe the behavior management techniques that you use with your students.
 - What do you do to promote a positive climate in your classroom?
 - What do you think about including in the classroom curriculum the instruction of moral and social values? Do you think the students need it or would benefit from it? How would you do it?

After the interview is transcribed in full you will write a 2 page (1.5 space and 12 size) analysis of the interview. You will analyze it based on the readings, videos and discussions (relate the content of the interview with what we have been learning in class about classroom and behavior management- consult the textbooks).

The Teacher interview will be graded according to a rubric provided with this syllabus.

2) **HOT TOPIC PAPER:** You will choose a topic to research related to the topic of this class. You should use **at least 3** academic references (academic journal articles and books) and no more than 2 internet references. You should write your paper in the APA style (see online the link to the APA manual). **The paper should include a cover page, an abstract and a references page. The references should be cited in the body of the paper.**

You will also prepare a power point presentation of your paper of about 20 minutes and present it to the class. At the end you will need to submit a 5 to 8 pages written paper with a **stamp and signature of Writing center Tutors**, present it to the class using power point, and **provide useful hand-outs** to your classmates (the hand out should contain your papers' references in addition to any other resources). The paper and the presentation will be graded according to a rubric provided online. Below are some topic suggestions for your paper. If you want to research something different talk first with your instructor to see if that is appropriate.

Topics:

- Caring classroom environments
- School-family collaboration
- Student Motivation

- Positive Expectations
- Violence Prevention Programs
- Bullying
- Moral and Values Education
- Positive Peer Relations
- Use of rewards (positive reinforcement) in the classroom
- Child Guidance

* Since the grammar, the spelling, and the presentation parts of your paper are very important, you should make at least one visit to the NNMC Writing center. When you go there, take the rubric with you so they will know what the paper should look like and will be able to better help you. You should submit to the instructor the draft of your paper with the stamp of the writing center.

- **It is expected that the student is prepared to present his/her paper in the assigned date. Students who are not prepared and do not present on the date established will suffer a grade deduction of 60% in addition to any deductions given for turning in late the research paper.**

4) DISCUSSIONS: Almost every week you will be required to post a discussion about the chapter(s) you have read during that week. Your posting should consist of a **short summary (2 or 3 paragraphs)** of the chapter's content. Personal and **relevant comments** about the chapters (1 or 2 paragraphs) and also a **question about the content** of the chapter. After posting, you are required to read 2 classmates' postings and answer their questions. Discussions posted after their deadlines will receive a grade of ZERO (see deadlines on the blackboard calendar).

5) COMPREHENSIVE CLASSROOM MANAGEMENT PLAN: In this course you will develop a comprehensive classroom and behavior management plan with the following components:

- Personal Vision and Mission for your effective Classroom
- Establishing an effective/positive environment
 - Setting up the environment
 - Seating arrangement
 - Furniture arrangement
 - Organizing classroom space and supplies
- Strategies you will use to establish a positive Socio-Emotional classroom Climate (peer and teacher relations in the classroom)
- Your Classroom Rules
- Classroom procedures you will use for each of these situations:
 - Going to the bathroom
 - Entering the classroom
 - Late arrival procedure
 - Hallway procedure
 - Morning entry
 - Dismissal
 - Cafeteria
 - Lavatory
 - Sharpening Pencils
 - Locker/Cubby access and use
 - Turning in work
 - Working in groups
 - Getting Materials
 - Asking a question
 - Getting teacher's attention
 - Finishing work early

- And whatever you can think of.
- Methods you will use for managing transitions
- Techniques for developing rapport and getting to know your students
- Discipline Plan – Develop a classroom system for 1) Acknowledging appropriate/positive behaviors; and 2) Addressing inappropriate behaviors
- Strategies you will use to communicate with students and parents.

Tips:

- Include a narrative and also a map showing the physical arrangement of your classroom.
- Classroom Rules : Include a maximum of 4 or 5 rules. Discuss how you are going to teach your students each rule and what things in the class will support the implementation of that rule.

6. Behavior Intervention Plan: Read chapter 7 of Jones' textbook. For this assignment you will need the forms 7.1, 7.2, 7.3 and 7.12.

You will identify one student with behavior issues in the class that you are observing. Based on the observations of the classroom and of the student you will answer the questions in each of the forms listed above. First, using forms 7.1 and 7.2 you will identify the interventions that the teacher already tried to help manage the students' behavior in the classroom.

Second, using form 7.3, you will observe the student more closely and will identify the specific behavior of concern, describing it in objective terms. Then, you will identify in the environment what preceded (happen right before) the behavior and the consequences (what happened right after) of the behavior. With that you will start to understand what causes and maintains the student's negative behavior. Also, based on the information, what is the function of the behavior (escape something? Obtain something? Control something or somebody?) Also, do you think the behavior is a performance or skills deficit?). Respond each question of Form 7.3.

After reading some interventions suggested in the chapter and research other interventions, you will develop a Behavior Intervention Plan (BIP) using Form 7.12. In addition, your intervention plan should contain how the intervention will be monitored on a day to day basis (develop a form to record the data).

7. TIME LOG SHEET , CLASSROOM OBSERVATION JOURNAL and FIELD REFLECTIONS: In the beginning of the semester you (the candidate) will be assigned a cooperating teacher, based on availability in the area and preference in terms of location and grade-level. You are expected to spend a **minimum of 36 hours** in field experience classrooms as documented in the time-log that is updated and regularly signed by the Cooperating Mentor Teacher at the end of each observation period. The time- log must be turned in at the end of the course with signatures to demonstrate that you spent at least 36 hours in the classroom.

In addition to have your Time log signed, you should also keep a journal of your observations in the classroom. As you observe you should pay attention to several things such as classroom discipline, classroom structure and procedures, routines, etc. Take notes of what you are observing and also reflect on that, making comments, relating what you are observing with what you have been learning in the ED 326 class. So, do not observe blindly. Do it with a critical and reflective mind. You will turn your journal in at the end of the semester for a grade. A rubric based on Marzano's criteria for effective teaching will be provided to you online to help you focus your observations.

In addition, you will turn in TWO typed field reflection papers. Those will be the summaries of your observations as well as an overall reflection about what you have been learning in the field. Each reflection paper will be based on some criteria of the Marzano's rubric. These observation papers will be kept by the Field Placemen Office (together with the Observation Log) as one of the evidences that you have completed this Practicum class.

XII. Late Work:

Your work is due on the date indicated on the blackboard calendar. If you absolutely need to turn in a late assignment, you may do so, but know that you will receive a grade deduction to the discretion of your instructor. The paper, the Classroom Management plan, and the Behavior Intervention Plan need to be turned by the due date, because they will be an integral part of a face to face class.

Discussions posted after the deadline will receive a grade of ZERO.

XIII. Special Needs:

Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course in our first face to face meeting.

XIV. NNMC Incomplete Policy:

The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, **not poor planning**. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with the instructor. Once an Incomplete is given, it is the STUDENT'S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the 'I' automatically becomes an 'F' when the deadline expires.

XV. Cell phone policy

*** IT IS FORBIDDEN THE USE OF CELL PHONES DURING CLASS (INCLUDING TEXTING). It reflects lack of respect with your instructor and classmates to use your cell phone during class.** After entering the classroom put your cell phone in a vibrating mode or turn it off. If you absolutely need to take a call, step out of the classroom to do so. Texting is forbidden in any circumstances.

XVI. Complaints policy

The COE follows a hierarchy process (chain of command) in handling complaints. If you have a complaint, first go to the person you are having the problem with. If that does not work go to the first person immediate above in the chain and so on. Trying to handle complaints by going straight to the highest authority is not usually well accepted at the COE.