



# MISSISSIPPI STATE UNIVERSITY™

## COLLEGE OF EDUCATION

Department of Curriculum, Instruction, and Special Education Course Syllabus

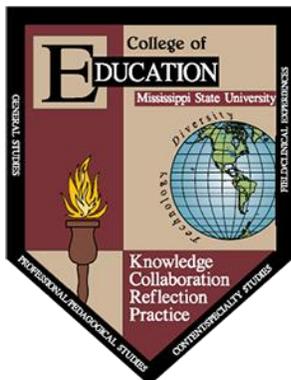
### EDE 4883 Managing the Elementary and Middle Level Classroom

**Credit Hours:** Three (3) credit hours

**Method of Instruction:** Lecture

**Catalog Description:** Three hours lecture. (Prerequisite: Admission to Teacher Education, completion of all professional courses; Co-requisite: EDE 4886 and EDE 4896) Developing and managing an appropriate learning environment for elementary and middle level students.

#### College of Education Conceptual Framework



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>.

#### Course Objectives

Upon completion of the course, the teacher candidate will:

1. Respond appropriately to legal, ethical, and professional issues. (INTASC # 9; CFPO 1, 6, 8)
2. Use an understanding of elementary- and middle school-aged students to plan appropriate lessons, choose effective management strategies, and address individual needs and issues that arise. (INTASC # 1, 2, 3, 4, 5, 6, 7, 8 ; CFPO 2, 3, 4, 7, 10, 11, 12)
3. Engage in problem solving, self-analysis, and reflection about teaching and learning. (INTASC # 7, 9; CFPO 8, 9; CRT 4.1, 4.2)
4. Collaborate with colleagues, school, and university faculty in small-group settings to improve the teaching and learning environment. (INTASC # 10; CFPO 9; CRT 7.1)
5. Develop classroom management strategies for immediate application in placements. (INTASC # 5, 6; CFPO 11)
6. Collaborate with other school and community professionals. (INTASC # 10; CFPO 9, 12)
7. Evaluate the impact of instructional decisions on the classroom environment, individual students, and the larger community. (INTASC # 5, 7, 9, 10; CFPO 4, 8)

8. Exhibit professional behaviors and skills in preparation for acquiring a teaching position. (INTASC # 9; CFPO 1)

### **Detailed Course Outline/Topics Covered in the Course**

1. Matching appropriate instructional and management strategies to students in assigned placements in student teaching. (3 hrs.)
2. Managing ethical questions in the school setting. (3 hrs.)
3. Development and implementation of strategies to manage the learning environment in assigned student teaching placements. (10 hrs.)
  - a. Planning instruction to prevent disruptions of the learning process (2 hrs.)
  - b. Behavior management using incentives and token systems (2 hrs.)
  - c. Coping with students who repeatedly disrupt the educational process (2 hrs.)
  - d. Procedures for managing daily routines and transitions (2 hrs.)
  - e. Using effective communication strategies to prevent and manage disruptions of the learning process (2 hrs.)
4. Using reflective analysis of instructional and management strategies to improve practice. (4 hrs.)
  - a. Evaluation of lesson plans in small group settings (2 hrs.)
  - b. Analysis of management strategies in small group settings (2 hrs.)
5. Involving and communicating with family members and the larger community in the educational process. (8 hrs.)
  - a. Involving families in classroom activities (3 hrs.)
  - b. Strategies for effective communication with families about their children (3 hrs.)
  - c. Speaking to individuals, small groups, and the community (e.g. body language, effective use of language, anticipating and understanding your audience, etc.) (2 hrs.)
6. Managing the needs of diverse learners in the elementary classroom. (6 hrs.)
  - a. Managing the needs of gifted learners (1.5 hrs.)
  - b. Managing the needs of learners with disabilities (1.5 hrs.)
  - c. Managing the needs of students who speak English as a second language (1.5 hrs.)
  - d. Managing the needs of students from various socio-economic backgrounds (1.5 hrs.)
7. Understanding the curriculum – using the state curriculum, community expectations, and school expectations to develop appropriate learning objectives. (2 hrs.)
8. Working with other professionals to enhance the learning environment. (2 hrs.)
9. Defining and developing professional behaviors appropriate for a beginning teacher. (3 hrs.)
10. Communication techniques that support the learning environment and foster classroom management (4 hrs.)
  - a. Impact of body language, proximity, and tone of voice (1 hr.)
  - b. Effective informative and persuasive communication (1 hr.)
  - c. Reflecting on the effectiveness of communication skills in the classroom (1 hr.)
  - d. Adjusting and improving communication based on responses from students (1 hr.)

### **Text(s)/Course Material**

#### *Required textbooks:*

Evertson, C. & Emmer, E. (2017). Classroom Management for Elementary Teachers (10<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Fay, J. & Fay, C. (2016). Teaching with Love and Logic. Golden, CO: Love & Logic Press, Inc.

#### *Recommended textbook:*

Wong, H. K. & Wong, R. T. (2009). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications, Inc.

*Other:*

This course requires a subscription to *Watermark*, an electronic portfolio and storage system for teacher candidates that is used as a repository for course assignments, assessments, and field experiences. Data collected from the database is used for accreditation purposes and program improvements.

Assignments required in *Watermark* must be submitted for successful completion of the course. If you do not have a subscription, please call the OCFBI office to obtain a key code.

### **Description of Instruction**

Lecture. Methods of instruction will include lecture, large group discussions (utilizing multi-media approaches, invited speakers, shared problem solving), small group assignments, and individual student assignments. Instruction and assignments will be both in class/Face-to-Face and through Canvas platform with MSU access. Active involvement by the student with Canvas will be required in order to access many course documents, complete discussions with the instructor/peers, and access/submit assignments.

### **Mississippi State University Honor Code**

“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

*Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.*

For additional information visit: <http://students.msstate.edu/honorcode>.

### **Technology**

All students are required to use University IT resources in an effective, efficient, ethical, and lawful manner. Use of Mississippi State University’s IT resources must be consistent with the mission of the University and all applicable laws and policies. Please see the *Operating Policy and Procedure for Use of Information Technology Resources* for guidelines followed by the instructor (<https://www.policies.msstate.edu/policypdfs/0112.pdf>). Guidelines are provided for security, digital and electronic copyright infringement, usage examples, privacy, academic freedom, student personal use, and sanctions and appeals.

Canvas will be used as the primary course management system. However, students will be expected to access appropriate websites and Web 2.0 tools for research and for other purposes throughout the semester. PowerPoint or other programs will be used for presentations. Students need access to a printer and a scanner (though this can be done via smartphone).

Technology will be used in both the delivery of the course content and through course requirements completed by teacher candidates in both the online and face-to-face classes. All course assignments will be completed using appropriate software tools including Canvas, Microsoft Office, Nearpod, and other

digital tools (freely accessible) as determined by the instructor. The technology requirements of the course are as follows:

- Computer with High Speed Internet Access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate support to the technologies used within the course).
- Scanner or phone app.
- Printer (or access to one)
- Microsoft Office

### **Diversity**

Cultural Diversity will be addressed throughout this course via TaskStream/Watermark assignments and course modules.

### **Accommodations for Students with Disabilities**

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall and can be reached via telephone at (662) 325-3335.

<http://www.sss.msstate.edu>.

### **Field Component**

Students will be completing an internship while taking this course. The Classroom Management Portfolio will be dependent on this internship. This assignment will be evaluated using a faculty created rubric which will be provided to the students. The Current Issues in Management Activity will also be dependent on the internship experience. These assignments are worth 300 points in this course.

### **Evaluation of Student Progress**

This class consists of course readings regarding management in the elementary classroom. Teacher candidates will demonstrate their comprehension of the readings through journal prompts and 5 tests. Teacher candidates will also complete in-class discussions and activities relating to management techniques as well as current issues that they encounter during their field experience. Out of class assignments include a classroom management portfolio, creating a resume, and writing a research paper.

### **Student Activities/Assessments**

1. Course Readings/Assignments
  - In-Class journal prompts (Objectives 1-8)
  - Tests (completed outside of class on Canvas) – Tests will cover readings (Objectives 1-8)
2. In-Class Participation (Objectives 1-8)
  - Discussion: A discussion prompt will be given and led by the teacher. For face-to-face, the students will write 2 key points from the discussion on a notecard to be submitted.
  - Focus Topic Activity: Each seminar will have a focus topic chosen by the instructor, who will supply videos/articles/handouts/etc. about the topic. Each meeting, students will complete an activity regarding this topic. These will vary in format. –Exit Tickets—written conversations with colleagues, etc.

- Current Issues in Management Activity: Each student will write down a concern/problem they are experiencing regarding management in their classroom. The instructor will provide in-class feedback for these concerns.
  - Exit Ticket
3. Resume: Students create a resume to use at the career fair & for future employment. (Objectives 1 & 8)
  4. Research Paper: Students choose from a list of given topics related to classroom management and write a 2-3-page research paper. (Objectives 2 & 5)
  5. Classroom Management Portfolio (Objectives 2, 3, 4, 5, 6, 7)
    - Important Note: A current account with *TaskStream* is required for this course.
    - This assignment is to be submitted via *TaskStream* – it is NOT to be submitted using Canvas or sent to an e-mail address. Please submit with the appropriate attachments and artifacts. The grade for each component of this assignment will be noted in the comments section where the evaluator scores the principle and rationale. Therefore, as the components are graded, your portfolio will be graded simultaneously. Do not expect components to be sent back for revisions - you should submit quality work on your first submission.
    - Managing the Learning Climate
      - a. Provide evidence of your ability to establish a classroom climate conducive to learning including rules and consequences, discipline strategies, modifications for individual differences, pictures/videos of students engaged in productive group activities, a journal reflecting on management strategies and other evidence as needed.

**Assignment Point Values:**

| Course Readings  | Points |
|--|--------|
| Evidence of Comprehension Journal Prompt<br>10 points per class meeting (5 meetings) | 50     |
| Tests (covering assigned readings) - 50 points per test                              | 250    |
| In-Class Participation   |        |
| In-Class Discussion Response - 10 points per class meeting (6 meetings)              | 60     |
| Focus Topic Activity - 20 points per class meeting (6 meetings)                      | 120    |
| Current Issues in Management Activity<br>20 points per class meeting (5 meetings)    | 100    |
| Other Assignments  |        |
| Classroom Management Portfolio   | 200    |
| Resume   | 60     |
| Research Paper   | 50     |
| Attendance/Professionalism<br>15 points per class meeting                            | 90     |
| Total Points   | 1000   |

**Grading Scale**

|   |              |
|---|--------------|
| A | 1000-900 pts |
| B | 800-899 pts  |
| C | 700-799 pts  |

|   |                 |
|---|-----------------|
| D | 600-699 pts     |
| F | 599 pts or less |

### **Attendance Policy**

In accordance with university policy (AOP 12.09), students are expected to attend all classes. AOP 12.09 also defines what is an excused absence: <https://www.policies.msstate.edu/policypdfs/1209.pdf>.

*Face-to-Face:* Due to the limited number of days that we meet, you are expected to be here for the entire time each seminar. Please do not schedule doctors' appointments or trips on seminar days. Only absences with a university approved excuse can be made up by completing an alternate assignment. Unexcused absences (including arriving late or leaving early) will result in a lowered attendance/participation grade. **\*\*PLEASE NOTE:** An absence will result in the loss of ~75 points, which is the sum of the in-class activities being completed at each class meeting, as well as the participation/professionalism points. A tardy (arriving late or early) will result in a minimum loss of 30 points, with additional points being lost depending on what content is missed during class.

*Online:* A student will be considered to be in attendance in an online class when the student; a) participates in a course activity (e.g., discussion board, submitting an assignment, etc.); and b) is in communication with the course instructor regarding a course topic within a specified time frame (weekly; but this includes submitting assignments). Logging into an online course without active participation does not constitute attendance. When students who are enrolled in an online course are aware of necessary absences, they should inform the instructor as soon as is possible so that other arrangements can be made.

### **Title IX Policy**

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail to [titleix@msstate.edu](mailto:titleix@msstate.edu). Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf> or at <http://students.msstate.edu/sexualmisconduct/>.

### **University Safety Statement**

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911.

### **Mississippi Educator Code of Ethics**

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of

students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator of administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at [https://www.mdek12.org/sites/default/files/documents/code-of-ethics\\_final.pdf](https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf)

The code of ethics is reviewed as part of expectations for their participation in their internship. It is expected that they adhere to the code of ethics. The MSU dispositions are aligned to the code of ethics in many areas and student's professionalism as related to the dispositions is assessed as part of class participation. During discussion of field experiences, issues of confidentiality will be addressed and practiced.

### **Mississippi College and Career-Ready Standards**

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

This course is taught in combination with the internship course where students are required to plan and teach lessons aligned with the MCCR standards. Class discussions around challenges and concerns related to planning and implementing standards-based instruction are a component of the course.

### **Bibliography**

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