



MISSISSIPPI STATE UNIVERSITY™

COLLEGE OF EDUCATION

Department of Curriculum, Instruction, and Special Education Course Syllabus

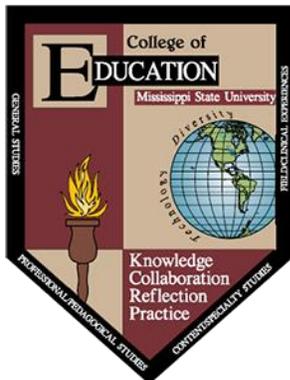
EDS 8243 Advanced Planning and Management

Credit Hours: Three (3) credit hours

Method of Instruction: Online, Internet or Web-based/Lecture

Catalog Description: Three hours lecture. An advanced study of variables contributing to efficiency and competency in planning for teacher-learner activities and the creation and maintenance of positive learning environments.

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

The students will:

1. Study the principles and strategies for classroom management. (InTASC # 2, 3, 7, 8; CFPO# 1, 3, 5; CAEP 1.3)
2. Explore student motivation theory by studying the contributions of foundational behavioral theorists. (InTASC# 1, 2, 3; CFPO# 3, 8, 13, 14, CAEP 1.2)
3. Identify and consider applications of a variety of strategies for helping students develop self-motivation. (InTASC# 1, 2, 3; CFPO# 5, 6, 9, 10; CAEP 1.3, 1.4; CRT 8.1)
4. Explore management and classroom diversity. (InTASC#2, 5, 9; CFPO# 2, 3, 12, 13; CAEP 1.4; CRT 13.1)
5. Understand planning as a tool for classroom management. (InTASC# 6, 7, 8; CFPO# 1, 5, 6, 11, 12)

Detailed Course Outline/Topics Covered in the Course

1. Study the principles and strategies for classroom management (9 contact hours)

Changing Tomorrow Through Education Today

- a. Development of classroom routines and procedures
- b. Establishment of standards of conduct
- c. Arrangement of classroom space
- d. Promotion of a positive classroom learning environment
2. Explore student motivation theory by studying the contributions of foundational behavioral theorists (9 contact hours)
3. Identify and consider applications of a variety of strategies for helping students develop self-motivation through (9 contact hours)
 - a. Assigning valuable tasks
 - b. Providing frequent positive feedback
 - c. Including students in instructional decisions
4. Explore management and student exceptionalities (9 contact hours)
 - a. Recognize areas of exceptionalities and potential impact on student learning and classroom management
 - b. Understand the implications of legislation related to students with exceptionalities
 - c. Know a variety of approaches for accommodating students with exceptionalities
5. Understand planning as a tool for classroom management (9 contact hours)
 - a. Understand cognitive processes, and the role of student engagement on classroom management
 - b. Recognize distinguishing features of different instructional models and associated management challenges
 - c. Know basic strategies for promoting students' self-regulation skills
 - d. Understand the use and implications of different grouping techniques and strategies

Text(s)/Course Material

Campbell, K., & Herting-Wahl, K. (2012). *If you can't manage them, you can't teach them.* Nashville, TN: Incentive Publications.

Description of Instruction

For this class, methods of instruction will be in-class discussions, online discussions, small group assignments, and individual student assignments. Instruction and assignments will be both in class/face to face, online and through Canvas platform with MSU access. Active involvement with Canvas will be required in order to access many course documents, complete discussions with 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

Technology will be used in both the delivery of the course content and through course requirements completed by students. Delivery of course content will use PowerPoint presentations, materials on the Internet, and Canvas. All course assignments will be completed using appropriate software. For technical assistance, please refer the Center for Distance Education webpage: http://online.msstate.edu/technical_assistance.

Diversity

Issues of diversity will be inherent in all discussions and activities completed as a part of the course.

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

This course does not have a field component.

Evaluation of Student Progress

ASSIGNMENTS	POINTS/Percentage of Final Grade
<i>Discussion Board Questions</i> - Students will be asked to weigh-in on their perspective to a variety of classroom management issues.	40/5%
<i>Reflective Blogs</i> - Prior to beginning each module, students will respond to probing questions to explore beliefs about management-related issues.	60/8%
<i>Movie Response</i> - Students will write a guided response after watching a popular film related to emotions and adolescent behavior.	50/6%
<i>Module Quizzes</i> - At the beginning of each module, students will complete an assigned reading (often 50 pages or more), which will provide foundational knowledge about effective classroom management. Students will then complete a timed reading quiz to assess their comprehension involving selected response items and/or short answer questions.	100/13%
<i>Module Basics</i> - In each module, students will complete a variety of activities including summaries, watching videos, reading articles, etc. and related to classroom management practices including the physical layout of classroom, procedures, rules, and consequences (both positive and negative).	120/16%
<i>Module Tasks</i> - Within each module, students will apply the knowledge gained from the module basics will complete a "task." Tasks will have direct application to classroom	120/16%

management practices. Students should utilize instructor feedback and their own reflections to complete each task.	
<i>Behavior Theory Project</i> - Each student will select a book related to related to an approach or foundation behavioral to classroom management. Students will provide an outline overview of their selected reading along with noting applications to their classroom management practice.	120/16%
<i>Classroom Management Project</i> - Students will write a comprehensive classroom management plan that involves preventative and responsive classroom management strategies as learned through the course.	150/20%

Grading Scale

A = 100 - 92%

B = 91 – 84%

C = 83 – 75%

D = 74 – 66%

F = 65% and below

Attendance Policy

Submission of assignments in compliance with due dates will account for this courses attendance.

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 discrimination based on sexual orientation, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced 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. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, and 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. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

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 or 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

Teacher candidates are initially introduced to the Mississippi Educator Code of Ethics in the orientation module which is required during the semester the intern is admitted to the Master of Arts in Teaching Special Education program. As a part of orientation module, candidates are required to complete an assessment to demonstrate their understanding of the Mississippi Educator Code of Ethics. In addition, candidates complete a self-assessment using the Common Statewide Dispositions Instrument which is linked to the Mississippi Code of Ethics. Additional self-assessments are completed during Special Education Internship I and II.

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 provides candidates with a deep understanding of the critical concepts, principles, and practices of their field.

Bibliography

Wahl, K. H., & Campbell, K. (2001). *If you can't manage them, you can't teach them*. Nashville, TN: Incentive Publications.

Whitaker, T. (2013). *What great teachers do differently* (2nd ed.). New York, New York: Routledge.

Wong, H. (1997). *The first days of school: How to be an effective teacher*. Mountain View, California: Harry K. Wong Publications.