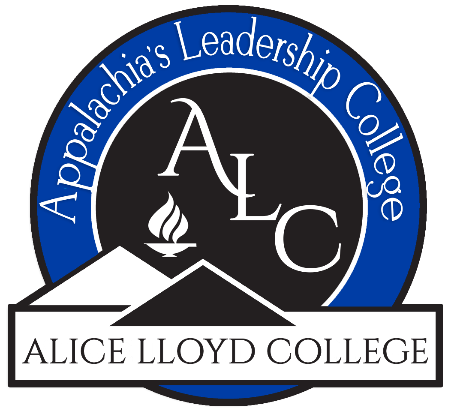
**Alice Lloyd College Teacher Education Preparation**



**Education 353**

**Classroom Management in Middle and Secondary Schools**

**Spring 2024 MWF 10:00-10:50 JBAC 250**

**Professor:** Steve Herr

**Phone or text:** 731-431-1659

**E-mail:** [steveherr@alc.edu](mailto:steveherr@alc.edu)

**Office hours:** TBA

**Office:** JBAC 280

**Website:** <https://ydpsteveherr.com/>

|  |  |
| --- | --- |
| **Alice Lloyd College Outcomes for**  **Education Students** | |
| **Student will plan for effective learning for all students.**  **KTPS 1, 2, 3, 6, 7, 8, 9, 10** | **Student will understand and apply content knowledge.**  **KTPS 4, 5** |
| **Student will use effective instructional practices.**  **KTPS 1, 2, 3, 6, 7, 8** | **Student will demonstrate professional responsibility.**  **KTPS 9, 10** |

|  |  |  |
| --- | --- | --- |
| **Teacher Education Program Dispositions** | | |
| **Disposition** | **Description** | **How it is addressed in class** |
| **Character** | Initiative, work ethic, respect for self and others | Each student is responsible for completing several course objectives. |
| **Capability** | Content knowledge, critical thinking skills, creative thinking skills | Each student is responsible for completing several course objectives. |
| **Service** | Serves the college through activities, serves schools through volunteer work, serves the community through volunteer work | Each student will engage in a range of activities serve the community. |

***Standards, Dispositions and Outcomes***

|  |  |
| --- | --- |
| **Kentucky Teacher Performance Standards** | **Class Experiences that Align to Standards** |
| **1: Learner Development** | Students will develop a record of responses to the literature of the class. The students will respond verbally to questions raised by the professor, their peer and the literature of the class. |
| **2: Learning Differences** | Students will develop a record of responses to the literature of the class regarding learning differences. The students will respond verbally to questions raised by the professor, their peer and the literature of the class regarding learning differences. Students will witness and address learning differences amongst the class members. |
| **3: Learning Environments** | Students will develop a record of responses to the literature of the class regarding learning environments. The students will respond verbally to questions raised by the professor, their peer and the literature of the class regarding learning environments. Students will be exposed to a variety of learning environments within the class. |
| **4: Content Knowledge** | Students will develop a record of responses to the literature of the class regarding the class’s content knowledge. The students will respond verbally to questions raised by the professor, their peer and the literature of the class, regarding the class’s content knowledge. |
| **5: Application of Content** |  |
| **6: Assessment** | The students will respond verbally to questions raised by the professor, their peer and the literature of the class, regarding assessment. Students will also be responsible for helping to craft and articulate the formative and summative assessments for the class. |
| **7: Planning for Instruction** | The students will respond verbally to questions raised by the professor, their peer and the literature of the class, regarding instruction. Students will also be responsible for helping to craft and articulate the planning of instruction for the class. |
| **8: Instructional Strategies** | The students will respond verbally to questions raised by the professor, their peer and the literature of the class, regarding instructional strategies. Students will also be responsible for helping to craft and articulate the instructional strategies for the class. |
| **9: Professional Learning Ethical Practice** | Students will develop a record of responses to the literature of the class regarding ethical practice within the profession. The students will respond verbally to questions raised by the professor, their peer and the literature of the class regarding ethical practice within the profession. |
| **10: Leadership and Collaboration** | Students will develop a record of responses to the literature of leadership and collaboration. The students will respond verbally to questions raised by the professor, their peer and the literature of the class, regarding leadership and collaboration. |
| **EPSB Crosscutting Themes** | **How these will be addressed in class** |
| **Diversity** | Students will develop a record of responses to the literature of diversity. The students will respond verbally to questions raised by the professor, their peer and the literature of the class, regarding diversity. |
| **Technology** | Students will be responsible for engaging an online syllabus. Students will also be responsible for finding, reviewing, critiquing, updating and adding to the syllabus as needed. The content of the syllabus is designed to engage learners in a collaborative fashion which allows them to solve and resolve learning issues in a meaningful manor. |

***Additional Standards Addressed***

|  |
| --- |
| AMLE Middle Level Teacher Preparation Standards  International Literacy Association Standards for the Preparation of Literacy Professionals MS/HS  International Literacy Association Standards for Middle and High School  Kentucky Academic Standards for content areas of students  NSTA/ASTE Standards for Science Teacher Preparation  NCSS National Standards for the Preparation of Social Studies Teachers  NCTE/IRA Standards for the English Language Arts  AMTE Standards for Preparing Teachers of Mathematics |

**Prerequisite:** Admission to the Teacher Education Program (TEP)

**Co-requisite:** None

**Course Description:** The course provides instruction for establishing a positive learning climate with the use of differentiated instructional strategies that provide for diverse learners. Various research-based discipline models are addressed. Consideration is given to at risk students in rural schools. Field experience hours are required.

**Text:** None

**Course Objectives:**

1. To better understand the use of differentiated instructional strategies that provide for diverse learners.

2. To apply core concepts and modes of inquiry in complex tasks.

3. To be able to transfer knowledge and skills in new situations, to build on and use them.

4. To communicate ideas and in collaborate in problem solving

**Course Requirements:**

1. Complete all reading assignments prior to the class in which the material will be discussed and write a brief summary of the reading.

1. Participate in class frequently.
2. Complete the mid-term exam.

4. Attend class regularly.

5. Complete the final exam.

**Teaching Methods/Technology:**

The class will be discussion based and research intensive. We will use the best technology available to us. The class will also include lectures, focused discussions, specific readings, research assignments, in class reviews, written summaries and cumulative evaluations.

**Class Attendance Policy:**

Students and faculty should realize that one of the most vital aspects of a college experience is attendance and punctuality in the classroom and that the value of this experience cannot be exclusively measured by testing procedures alone. Should the occasion arise in which a faculty member is unavoidably detained for a class, students must wait a minimum of 15 minutes before leaving. If students find it necessary to miss a class, it is their responsibility to arrange with the instructor to make up all work missed. Instructors must devise their own attendance policies, have them approved by the Dean of the College, include them in the course syllabi, and explain them to students. Continuation in class for a student who misses more than 20% of class time during any one semester, whether excused or unexcused, may be possible only after consultation with the faculty member involved and Dean of the College.

**Writing Across the Curriculum:**

This course provides a means of addressing student writing proficiency. Students will keep a journal reviewing the major class readings, class reflections and the final exam.

**Cultural Diversity and Global Perspectives:**

The wonder of a liberal arts education is a search for the truth. In this class we will follow that wonder in all its richness and possibility, regardless of where those paths may lead us.

**Schedule**

**Wednesday January 10**

Log on

and

“the great chain of being”

**Friday January 12**

Jenna Wiley, “11 Reasons Teaching Is the Best (Even When It Isn’t)

<https://www.huffingtonpost.com/jenna-wiley/11-reasons-teaching-is-the-best_b_9795086.html>

and

“The Mental Health Crisis Causing Teachers to Quit”

<https://www.edsurge.com/news/2022-05-02-the-mental-health-crisis-causing-teachers-to-quit>

**Monday January 15**

No Class – Martian Luther King Day

**Wednesday January 17**

I’ll be out of town – No class

**Friday January 19**

Henry Adams, *The Education of Henry Adams*, Chapter 20 "Failure" <https://jerz.setonhill.edu/resources/texts/adams_h_eha/eha_ch20.html>

**Monday January 22**

Ron Carucci, “The Better You Know Yourself, the more Resilient You’ll Be”

<https://hbr.org/2017/09/the-better-you-know-yourself-the-more-resilient-youll-be>

**Wednesday January 24**

Parker J. Palmer, "The Heart of a Teacher"

<https://www.psycholosphere.com/Palmer%20-%20The%20Heart%20of%20a%20Teacher.pdf>

**Friday January 26**

Marcus Buckingham, “What Great Managers Do”

<https://hbr.org/2005/03/what-great-managers-do>

**Monday January 29**

The New Teacher Advisor, “The Secret Weapon: Getting to Know Your Students”

<http://www.educationworld.com/a_curr/columnists/mcdonald/mcdonald013.shtml>

and

Nathan DeWall, “Self-control: Teaching students about their greatest inner strength”

<https://nacadar1.files.wordpress.com/2016/03/self-control-teaching-students-about-their-greatest-inner-strength-gritty-nacada-region-1-presentation-2016.pdf>

**Wednesday January 31**

“How Family Engagement Leads to Student Success”

<https://www.waterford.org/education/how-parent-involvment-leads-to-student-success/>

**Friday February 2**

Clif Greim, “School Choice: Build New or Not”

<http://www.facilitiesnet.com/educationalfacilities/article/School-Choice-Build-New-or-Not-Facilities-Management-Educational-Facilities-Feature--2639>

**Monday February 5**

Mike Colagrossi, “10 reasons why Finland’s education system is the best”

<https://www.weforum.org/agenda/2018/09/10-reasons-why-finlands-education-system-is-the-best-in-the-world>

**Wednesday February 7**

Leo Wldrich, “The Science of How Temperature and Lighting Impact Our Productivity”

<https://blog.bufferapp.com/the-science-of-how-room-temperature-and-lighting-affects-our-productivity>

and

“Effective Classroom Seating Arrangements”

<http://www.displays2go.com/Article/Effective-Classroom-Seating-Arrangements-32>

**Friday February 9**

Li Zhou, “The Sexism of School Dress Codes”

<https://www.theatlantic.com/education/archive/2015/10/school-dress-codes-are-problematic/410962/>

**Monday February 12**

Lyn Newton, “Bus Duty”

<https://www.families.com/blog/bus-duty>

# and

# “The BEST Bus Duty Everrrr”!

<https://www.youtube.com/watch?v=6sNFthz34BU>

and

Suzanne Tingley, “The Roles of Teachers Outside the Classroom”

<https://www.wgu.edu/heyteach/article/roles-teachers-outside-classroom-finding-balance-between-teaching-and-your-extra-duties1807.html>

**Wednesday February 14**

Gary Hopkins, “Order in the Cafeteria: Tips for Improving Behavior and Supervision”

<http://www.educationworld.com/a_admin/admin/admin493.shtml>

and

“Recess Planning in Schools”

<https://www.cdc.gov/healthyschools/physicalactivity/pdf/2016_12_16_schoolrecessplanning_508.pdf>

Mid-terms handed out

**Friday February 16**

Terry Heick, “20 Ways to Get A Noisy Classroom’s Attention”

<https://www.teachthought.com/pedagogy/20-ways-quiet-noisy-students/>

**Monday February 19**

Sydney Kaelin, “Busywork, an Unnecessary Burden”

<https://www.themycenaean.org/2020/10/busywork-an-unnecessary-burden/>

and

“Disadvantages of Planning”

<https://www.managementstudyguide.com/planning_disadvantages.htm>

**Wednesday February 21**

Emily Pierce, “As Students Return to School, So Does School Violence”?

<https://www.usnews.com/education/k12/articles/as-students-return-to-school-so-does-school-violence>

**Friday February 23**

“Rules of Improv I”

<https://www.pantheater.com/rules-of-improv.html>

Mid-terms Due

**Monday February 26**

“How to Develop a Curriculum”

<https://www.wikihow.com/Develop-a-Curriculum>

**Wednesday February 28**

Kate Barrington, “10 Top Study Tips for High School Students Preparing for College”

<https://www.publicschoolreview.com/blog/10-top-study-tips-for-high-school-students-preparing-for-college>

**Friday March 1**

Murray Evely and Zoe Ganim, “Angry parents”

<https://www.psych4schools.com.au/free-resource/angry-parents/>

**Monday March 4**

Rick Stiggins, “Assessment Through the Student’s Eyes”

<http://www.ascd.org/publications/educational-leadership/may07/vol64/num08/Assessment-Through-the-Student%27s-Eyes.aspx>

# and

# “The Science of Taking a Break”

<https://www.onlineschools.org/science-of-study-breaks/>

**Wednesday March 6**

Alfie Kohn, “The Worst Kind of Cheating”

<http://www.alfiekohn.org/article/worst-kind-cheating/>

and

“Why Public-School Teachers, Administrators Cheat”

<http://www.afro.com/public-school-teachers-administrators-cheat/>

**Friday March 8**

“Choosing content to achieve overarching goals”

<https://serc.carleton.edu/NAGTWorkshops/coursedesign/tutorial/content.html>

and

Elyssa Abbott, “Students lie to teachers and teachers lie to students”

<https://nchschant.com/15864/investigative/students-lie-to-teachers-and-teachers-lie-to-students/>

**Monday March 11 - Friday March 15**

No Class – Spring Break

**Monday March 18**

“The importance of ongoing professional development”

<https://www.mindsetkit.org/growth-mindset-educator-teams/strategies-successful-implementation/research-why-professional-development-matters>

and

“Code of Ethics for Educators”

<https://www.nea.org/resource-library/code-ethics-educators>

**Wednesday March 20**

Todd Finley, “Mastering Classroom Transitions”

<https://www.edutopia.org/article/mastering-transitions-todd-finley/>

**Friday March 22**

National Association of Independent Schools, “Why Curriculum Change Is Difficult and Necessary”

<https://www.nais.org/magazine/independent-school/summer-2006/why-curriculum-change-is-difficult-and-necessary/>

**Monday March 25**

Linda Ray, “How to Improve My Punctuality and Attendance”

<http://work.chron.com/improve-punctuality-attendance-10260.html>

and

Robert Half, “5 reasons for why punctuality is important for your career”

<https://www.roberthalf.com.hk/blog/jobseekers/punctuality-5-reasons-why-it-will-always-be-relevant-your-career>

**Wednesday March 27**

Erin Massoni, “Positive Effects of Extra Curricular Activates on Students” <http://dc.cod.edu/cgi/viewcontent.cgi?article=1370&context=essai>

**Friday March 29**

No Class – Good Friday

**Monday April 1**

“Why Deep Work Matters in a Distracted World”

<https://medium.com/taking-note/why-deep-work-matters-in-a-distracted-world-ee4a675375f0>

**Wednesday April 3**

Valentine Chukwu, “Monitor Time on Task for Efficient Time Management”

<http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198405_karweit.pdf>

**Friday April 5**

Angela Watson, “7 ways to prioritize teaching tasks when EVERYTHING seems urgent”

<https://truthforteachers.com/truth-for-teachers-podcast/7-ways-prioritize-teaching-tasks-everything-seems-urgent/>

**Monday April 8**

“Suspension and Expulsion”

<https://kidslegal.org/suspension-and-expulsion>

**Wednesday April 10 - Friday April 12**

No Class – I will be out of town

**Monday April 15**

“That Teacher Life: 5 Things I Can’t Control”

<https://www.girlsaskguys.com/education-career/a30390-that-teacher-life-5-things-i-can-t-control>

**Wednesday April 17**

“Teaching vs coaching; a difference in nature”

<https://www.hindustantimes.com/education/teaching-vs-coaching-a-difference-in-nature/story-JhPC7baQAIjgu3NMF7uejP.html>

**Friday April 19**

Karen Cornelius, “Help, my class is out of control”!

<https://medium.com/@teachrsolutions/help-my-class-is-out-of-control-7986fbb661ca>

**Monday April 22**

“6 Keys to Building Positive Student-Teacher Relationships”

<https://tuiopay.com/blog/6-keys-to-building-positive-student-teacher-relationships/>

**Wednesday April 24**

“Should I Be a Teacher”?

<https://www.teachersoftomorrow.org/blog/insights/should-i-be-a-teacher>

**Friday April 26**

Last Day of Class

**Monday April 29 - Friday May 3**

Final Exams

**Monday May 4**

Commencement

**Critical Thinking:**

Alice Lloyd College has a goal to improve the critical thinking abilities of its students. The College has adopted Paul and Elder’s (2007) definition of critical thinking, which defines critical thinking as, “the art of analyzing and evaluating thinking with a view to improving it” (p. 4).

Source: Paul, R., & Elder, L. (2007). *The Miniature Guide to Critical Thinking Concepts and Tools* (4th ed.). Tomales, CA: Foundation for Critical Thinking Press.

**Dress Code:**

Alice Lloyd College has a long-standing tradition of emphasizing development of the total person and a commitment to personal and community enhancement. As members of the campus community, students are expected to dress modestly and appropriately for various occasions.

The College recognizes that “modest” or “appropriate” is often loosely defined in society at large. Therefore, the following guidelines are offered to assist students in choosing suitable dress:

**Professional Day (Tuesday) Dress**:

Professional dress will be required of all students on central campus until 2:00 p.m. and for all convocation programs. Central campus includes all of the campus buildings with the exception of the gym, maintenance building, fitness center, and the residence halls.

**Plagiarism Statement:**

Plagiarism is the act of using another person’s ideas or expression in your writing without acknowledging the source… In short, to plagiarize is to give the impression that you have written or thought something you have in fact borrowed from someone else. Plagiarism often carries severe penalties, ranging from failure in a course to expulsion from school.

The most blatant form of plagiarism is to repeat as your own someone else’s sentences, more or less verbatim… Other form of plagiarism include repeating someone else’s particularly apt phrase without appropriate acknowledgement, paraphrasing another person’s argument as your own, and presenting another’s line of thing as though it were your own…

**The Parameters:**

*MLA Handbook for Writers of Research Papers*, New York Modern Language Association of America, 1988, the Alice Lloyd College Handbook, the Alice Lloyd College website, letters from Dean Laffie Crum and the syllabi of previous professors.

Updated: January 2, 2024