COURSE: EDCI 419 Effective Classroom Management and Assessment Practices.
This course is designed to explore effective classroom management and assessment practices with teacher education candidates. In this capstone course, candidates will realize the importance of coordinating effective classroom management, assessment, and instructional strategies to insure successful student achievement.(3)
Restricted to teacher education candidates during the student teaching experience.
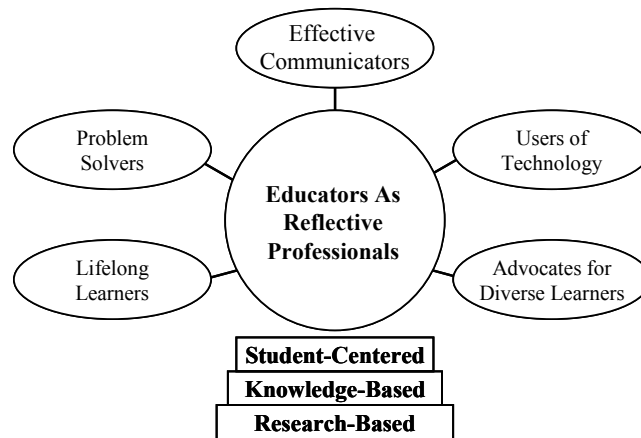
Instructor:
Office:
Phone:
e-mail:

II. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:

"Educators as Reflective Professionals"

A. Vision Statement

The vision of the School of Education at The University of Mississippi is to be an exemplary unit that prepares reflective professional educators, creates and disseminates new knowledge, and provides service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit are conceptualized to prepare candidates who can positively impact students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.

B. Unit Major(M) and Minor(m) Themes/outcomes

1. **Lifelong Learners** who take responsibility for their own learning and continuously foster their professional renewal. (M)
2. **Problem Solvers** who develop solutions to improve the educational environment for all students. (M)
3. **Communicators** who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive classroom environment. (M)

4.**Users of Technology** who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (M)

5.Professionals **Committed to Diversity** who appreciate diverse contexts and promote and model the values of diversity. (M)

III. KNOWLEDGE BASE MAJOR(M) AND MINOR(m) THEMES:

T – Thinking and problem solving (M)
E – Equality and respect for diversity (M)
A – Appropriate teaching strategies (M)
C – Communication and cooperation (M)
H – Human development and curriculum (M)
E – Esteem, autonomy, and lifelong learning (m)
R – Relevance: Social and global (m)
S – Supervision, management, and guidance (M)

IV. REFERENCES

A. *Primary Text*

Charles, C. M. (2011). Building classroom discipline. Boston:Pearson Education Inc.

Gronlund, N. E. & Waugh, C. K. (2009). Assessment of student achievement. Upper Saddle River, NJ:Pearson

Field Experience Handbook – 2011-2012(online)

B.Supplemental Text(s)

Mississippi Department of Education website
http://www.mde.k12.ms.us

B. Assigned Readings

Selected articles and handouts from instructors on specific topics may be assigned by instructor.

V. PURPOSE OF THE COURSE

The purpose of this course is to build an understanding within teacher education candidates of the importance of coordinating effective classroom management strategies and assessment practices with meaningful instruction to insure successful K-12 student achievement. Because this course is taught concurrently with the student teaching experience, the opportunity to bridge the gap between university coursework and practice in K-12 classrooms provides an excellent laboratory for learning. This course will:

1. explore specific behavior management techniques and classroom management strategies to prevent and remediate a wide variety of typical classroom behavior problems. Attention is given to the development of a classroom management plan, designing effective lesson plans, involving parents in the classroom, and growing as a professional and reflective practitioner.

2. explore the elements of assessment that are essential to effective teaching and learning in the K–12 classrooms. An overview of current assessment procedures in schools provides information on the construction of assessment instruments and evaluation techniques, use of assessment data for decision-making, and review of appropriate alternative assessments for diverse student populations.

3. provide the opportunity for candidates to practice using classroom management strategies and assessment practices within the lessons they prepare and implement.

4. engage candidates in self-reflection as they analyze the implementation of their own classroom practices: classroom management, assessment, and instruction.

VI. COURSE OBJECTIVES:

Candidates will:
1. Explain characteristics of effective classroom managers. (INTASC 2)
2. Describe effective classroom management strategies for the prevention and remediation of behavior problems. (INTASC 5)
3. Identify effective management techniques for diverse student populations. (INTASC 3)
4. Identify factors related to classroom climate and physical environment that impact behavior (INTASC 5)
5. Develop effective classroom assessment practices including use of rubrics, metrics, objective tests, etc. (INTASC 8)
6. Create classroom assessments to measure knowledge and skills of diverse learners and use differentiated instruction appropriately. (INTASC 1, 2, 3, 7, 8)
7. Utilize the MS Assessment and Accountability Reporting System (MAARS) (INTASC 9)
8. Utilize technology resources for assessment and management purposes. (INTASC 5, 8)
9. Assess classroom situations and identify potential problems in classroom management strategies, assessment practices, and instruction that affect the success of students (INTASC 8)

VII.   COURSE OUTLINE - See Attached Schedule

VIII. COURSE REQUIREMENTS AND ASSESSMENT PROCEDURES

A. *Course Requirements*   *Points*
Develop and implement an age/grade appropriate classroom management plan that addresses the needs of all learners (include rules, positive reinforcement, consequences, classroom procedures, first days of school assignment, and a newsletter.   50

Develop a Classroom management presentation (group)   25

Interpret MCT2 state test scores and write a plan to enhance instruction based on test scores	25
Based on contents of 10-day lesson plan, develop appropriate assessment instruments using a variety of assessment formats (performance–based with rubric, traditional, other as requested by instructor)	25
Tests on classroom management	50
Tests on assessment	50
Total Points for Class	**225**

B. *Field Experience and Clinical Practice*
Candidates will complete student teaching while being enrolled in this class.

C. *Assessment Procedure*
The use of classroom management and assessment techniques will be modeled during the course. To determine candidate achievement of the course objectives listed under VI, all required assignments will be given a specific number of points. Final grades will be computed using the following scale.

> ***Grading Scale***
> A = 225- 203
> B = 202 - 180
> C = 179 - 158
> D = 157 - 135
> F = Below 135

D. Instructional Strategies
Instructional strategies include lecture, small group activities/projects, hands-on applications of material, research, guest speakers, inquiry, and discussion.

E. Attendance Policy
Attendance and participation in class are expected. Excessive absences (more than one) will adversely affect the final grade for the course. Each additional absence results in a 5 point deduction from the final grade for this course. Candidates are responsible for all material covered when absent.

F. Policies Related to Students (Candidates) with Disabilities
It is the responsibility of any candidate with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (915-7128). Contact will then be made by that office through the candidate to the instructor of this class. The instructor will be happy to work with the candidate so that a reasonable accommodation of any disability can

be made.

IX. SPECIAL CONSIDERATIONS

A. Recommended Reading List
As assigned by the instructor.

B. Academic Integrity and Honesty
Candidates are expected to follow the honor code as outlined in the current University of Mississippi M Book.

C. Flexibility Clause
The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

EDCI 419 Effective Classroom Management & Assessment Practices
Spring 2011 Schedule
NOTE: The instructor reserves the right to make appropriate changes to this schedule at any time during the course of the semester.

Session	Date	Reading Assignment (will be discussed in class on this date)	Assignments Due (due at the beginning of class on this date)	Topic
1	1/25			Course Introduction, Syllabus, Schedule, Assignments, etc., class data for creating groups, discuss Classroom Management Presentation
2	2/1	Chapter 1 *What is Classroom Discipline & How Do I Encourage Productive Efforts in My Classroom?* Chapter 2 *How Can I Anticipate My Students' Behavior & Deal with Factors That Promote Misbehavior?* **Chapters 1 & 2 Quiz**		Discussion, In-class activities, Videos, Group assignments for presentations of Chapters 5-15
3	2/8	Chapter 3 *How Do I Recognize & Deal with Atypical Behavior That Is Neurological-Based?* Chapter 4 *What Are the Foundations That Underlie Today's Best Systems of Discipline?* Chapter 5 *How Does Ronald Morrish Use Purposeful Teacher Guidance to Establish Class Discipline?* **Chapters 3, 4 & 5 Quiz**	Classroom Management Presentations; Group 1 - Chapter 5	Discussion, In-class activities
4	2/15	Chapter 6 *How Do Harry & Rosemary Wong Use Responsibilities & Procedures to Establish Class Discipline?* Chapter 7 *How Does Fred Jones Establish Class Discipline by Keeping Students Responsibly Involved?* Chapter 8 *How Does William Glasser Use Choice Theory & Quality Education to Establish Class Discipline?* **Chapters 6, 7 & 8 Quiz**	Classroom Management Presentations; Group 2 - Chapter 6 Group 3 - Chapter 7 Group 4 - Chapter 8	Discussion, In-class activities

5	2/22	Chapter 9 *How Does Spencer Kagan Use Structures & Teacher-Student Same-Side Collaboration to Establish Discipline?* Chapter 10 *How Does Marvin Marshall Establish Discipline by Activating Internal Motivation & Raising Student Responsibility?* Chapter 11 *How Does Craig Seganti Use Positive Teacher Leverage & Realistic Student Accountability to Establish Class Discipline?* **Chapters 9, 10 & 11 Quiz**	Classroom Management Presentations; Group 5 - Chapter 9 Group 6 - Chapter 10 Group 7 - Chapter 11 Classroom Management Plan due	Discussion, In-class activities
6	3/1	Chapter 12 *How Do Top Teachers Extablish Personal Influence with Students Who Are Difficult to Manage?* Chapter 13 *How Do Leading Experts Engender Respect & Civility in the Classroom?* Chapter 14 *How Do C. M. Charles & Others Energize Their Classes?* **Chapters 12, 13 & 14 Quiz**		Discussion, In-class activities; review for Test 1
7	3/8	**TEST 1 CLASSROOM MANAGEMENT**	bring notebook paper for test	
SPRING BREAK MARCH 14-18				
8	3/22	Chapter 1 *Achievement Assessment & Instruction* Chapter 2 *Nature of Student Assessment* Chapter 3 *Planning Assessment* **Chapters 1, 2 & 3 Quiz**		Discussion, In-class activities
9	3/29	Chapter 4 *Validity & Reliability* Chapter 5 *Preparing & Using Achievement Tests* Chapter 13 *Interpreting Standardized Achievement Test Scores* **Chapters 4, 5 & 13 Quiz**		Guest Speakers; Discussion, In-class activities
10	4/5	Chapter 6 *Writing Selection Items: Multiplie Choice* Chapter 7 *Writing Selection Items: True-False, Matching, & Interpretive Exercise* Chapter 8 *Writing Supply Items: Short Answer & Essay* Chapter 9 *Performance Assessments* **Chapters 6, 7, 8 & 9 Quiz**		Discussion, In-class activities; work on Assessment Assignment
11	4/12			Guest Speakers regarding graduation & certification
12	4/19	Chapter 10 *Preparing Performance Assessments* Chapter 11 *Portfolio Assessment* Chapter 12 *Grading & Reporting* **Chapters 10, 11 & 12 Quiz**	Assessment Assignment due	Discussion, In-class activities
13	4/26	**TEST 2 ASSESSMENT**	bring notebook paper for test	
15	5/3	**FINAL CLASS**		Return graded assignments; reflective essay