

SEDF 485: Principles of Effective Classroom Management and Assessment Syllabus

Fall 2002

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Course Description:

Prerequisites: Admission to the professional program. Co-requisite: Depending on major: either SEDE 410; or SEDL 445, 446, 447, 448; or SEDS 442,445,446, 447, 448. The dynamic relationships among management, instruction, and assessment leading to reflective practice. Three semester hours awarded.

Required Text/ Materials:

Weinstein, Carol Simon (2003). *Secondary Classroom Management: Lesson from Research and Practice* (2nd ed.). Boston: McGraw Hill.

COURSE GOALS

In this course you will have the opportunity to:

- Examine the relationships among planning, instruction, and assessment
- Gain insight into the ongoing dynamic management tasks that middle/secondary teachers face such as organizing physical space, creating community, teaching, and enforcing norms for behavior, motivating students and responding to behavior.
- Examine and utilize research-based suggestions for organizing and managing classrooms.

This course is designed to insure that the preservice teacher will acquire those attitudes and skills which will enable them to provide effective classroom management and positive discipline. Participants in this course will also become knowledgeable of assessment procedures that guide the instructional process and provide students with helpful formative feedback about their work and progress.

RESPONSIBILITIES

In order to achieve the goals for this course, you must be responsible for you own learning. The front-loaded nature of this course means that 67% of the content will be covered during August 19-23. The remaining third of the course will take place during five pre-arranged meetings throughout the semester. Because much of the learning that

will take place during class cannot be effectively transmitted through notes, you are expected to attend all class meetings and participate actively. Each absence beyond those excused will lower your course grade by 20%. Prior notice of all absences is required. If a class is cancelled, you will receive prior notice from the instructor. Medical emergencies will be handled on an individual basis.

ASSESSMENT

Graded Assignments:

Four graded assignments will include individual and group reflections, analyses, or reports assigned throughout the semester. At least four major assignments will be given. Specific requirements for these assignments will be discussed in class and distributed on assignment sheets.

Participation:

It is expected that each member of the class will contribute to the class through discussion and presenting. Often we will present our work in class and discuss.

Communicating your thinking is an important component in developing your understanding of classroom management and assessment. Thus working with other class members outside of class time is strongly encouraged.

Journal:

Each student will maintain a journal of personal responses and reflections to management presented in class and encountered in student teaching. The frequency of the journal should be at least twice weekly and should include one or more aspects of classroom management. All entries should be typed and appropriately and creatively organized. Entries may be assessed regularly.

Assessment Project and Presentation (Final Exam):

Each student will construct exemplary test items based in their student teaching content area, prepare a 10-15 minute overhead or powerpoint presentation and present the test items for class critique and discussion.

All quizzes, as well as the final exam, are to be taken when scheduled. Other assignments are due as indicated in class. Any exceptions MUST be arranged IN ADVANCE with the instructor.

Note:

Last day to withdraw without academic penalty - **November 6**

Students with Disabilities: Accommodations for handicapping conditions will be honored. Students who have a physical or learning disability which might affect their

performance should contact the USCS ADA Coordinator who will verify the problem and notify the instructor of any accommodation required.

SEDF 485: GRADING RUBRIC

EVALUATION

Course grades will be determined according to the following percentage weights:

Participation	20%
Graded assignments	40%
Class Management Journal	30%
Assessment Project	20%

If you are unsure about what is expected of you, either in class or on assignments, please make an appointment to meet with me *immediately*.

Grading Scale:

A distribution of course grades from *A* to *F* is possible with the *A*'s being reserved for outstanding performance. **For each assignment a four point rubric will be used [A=4, B=3, C=2, D=1].** The following rubric describes the levels of performance typical of each grade:

- A* *Outstanding performance.* Student demonstrates a high degree of understanding and depth of insight, and contributes substantially to positive class discussion. The student not only demonstrates knowledge of the course content, but also is able to make extensions or apply that knowledge to current teaching experiences. Assignments/journal/project are excellent quality and reflect exceptional communication skills.

- B* *Good performance.* Student demonstrates solid understanding and insight in regard to course content, and contributes to positive class discussion. Assignments/journal/project are of good quality and reflect above average communication skills.

- C* *Adequate performance.* Student demonstrates adequate understanding of course content but has difficulty extending or applying the knowledge to new situations. Assignments/journal/project are adequate and reflect average communication skills. In addition, the student may not contribute regularly to positive class discussion.

- D* *Below Average Performance.* Student demonstrates inadequate understanding and limited knowledge of the course content. Some assignments are incomplete, late, or of below average quality and reflect below average communication skills. In addition, the student does not contribute to class discussion.

- F* *Unacceptable Performance.* Student demonstrates little or no understanding of course content. Assignments are not completed, are late or of poor quality, and reflect unacceptable communication skills.