



Classroom Management and Assessment in the Middle and High School AEDES 446

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Meeting Times: W 8:00-9:50 a.m.
Meeting Location: B&E 135
Office: B&E 208
Office Hours: W/F: As Posted
Others by appointment

Mission Statement: The USC Aiken School of Education, in partnership with the university community, regional schools, area professionals and businesses, prepares dynamic educators who are knowledgeable in their fields, skilled in the art and science of teaching, and dedicated to providing the quality education that every student deserves.

I. Descriptive Information

- A. Course: AEDES 446 Classroom Management and Assessment in the Middle and High School
- B. Catalog Description: (3 hrs.) (Prereq: Admission to the Professional Program in Education or permission of School Head; Coreq.: AEDES 446P) Study of classroom management strategies for middle and high school classrooms including grouping, grading, behavior management, and organization of students, space, time and materials for effective learning to take place. Additional study of formal and informal assessment instruments and strategies and their application in measuring and monitoring student learning will occur.
- C. USCA School of Education Conceptual Framework
The objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. This course will focus specifically on the development of the Dynamic Educator with respect to *planning, instructing, communicating, or managing middle and high school classes.*

II. Course Goals and Objectives

- A. Course Goals
The candidate will research and document a wide variety of classroom management strategies and begin to consider which procedures will be positive and appropriate in their own classrooms. The candidate will develop the skills to effectively assess student learning.
- B. Instructional Objectives
Each Candidate will:
 - 1. describe and provide specific examples of effective classroom management and strategies to promote positive relationships, cooperation, and purposeful learning.
 - 2. develop plans for communicating with parents.
 - 3. develop a discipline philosophy and discipline plan for working with middle/high school students.
 - 4. develop non-instructional procedures for the middle/high school classroom.
 - 5. develop strategies to assess student learning by traditional, authentic and alternative means.
 - 6. develop an understanding of formative assessment.
 - 7. analyze school data to plan instruction as it pertains to South Carolina Curriculum Standards.
 - 8. become familiar with the No Child Left Behind legislation and describe the benefits and consequences of the legislation.

III. Course Readings

A. Required Texts and Readings:

Discipline in the Secondary Classroom: A Positive Approach to Behavior Management, (2nd Ed. with DVD) (2006). Randall S. Sprick, Ph.D. ISBN: 978-0-470-42226-7

Classroom Assessment: Supporting Teaching and Learning in Real Classrooms; 2nd ed. (2008). New Jersey: Pearson Merrill, Inc. Taylor, C. and Nolen, S. ISBN: 0-13-241943-2

B. Supplemental Readings:

ADEPT Performance Standards: <http://www.scteachers.org/ADEPT/index.cfm>

South Carolina Standards and Resource Guides:

<http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/>

Additional readings as assigned.

IV. Instructional Procedures

A variety of instructional procedures will be used to further your awareness and experiential background of the diversity available for instruction. Instructional approaches may include, but are not limited to: lecture, small and large group discussions, research projects and presentations, role-playing, peer teaching, cooperative learning teams, individual research, guest speakers, demonstrations, video-tapes, presentations, analysis of literature, and hands-on activities.

V. Course Requirements

1. This course requires extensive interaction with your classmates and with your professor via the Internet. We will use various Internet tools to communicate with each other, including email (and email attachments) and a class discussion board on Blackboard. Often you will post your completed assignments on the web for sharing with the class. As a student at USCA, you have 24-hour access to the various computer labs on campus.

2. **Honor Code: Plagiarism is prohibited. Please review the sections of the USCA Academic Code of Conduct on plagiarism.** For additional information regarding plagiarism, consult the *Publication Manual of the American Psychological Association (5th ed.)*.

The following statement is to be included on the first page of every assignment and on every exam:

On my honor as a University of South Carolina Aiken student, I have completed my work according to the principle of Academic Integrity. I have neither given nor received any unauthorized aid on the assignment/examination.

Signature _____ Date _____

3. **USCA Code of Conduct:** Students will conduct themselves in class in accordance with the standards noted in the USCA Student Handbook. Given that this course is required in preparation for becoming a teacher, students should exhibit those behaviors expected of professionals.

❖ Please switch all cell phones and pagers to a non-audio mode during class.

❖ Please do not bring children or guests to class unless prior permission has been given by the professor.

❖ Do not submit full or partial assignments from other classes for requirements in this course.

4. **Students with Disabilities:** If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A BSED, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.

5. Class Participation/Attendance Policy: As a part of your professional development, class attendance is essential and punctuality is expected. You are responsible for material covered in class during any absence and for checking with the instructor or classmates about any changes in scheduling or assignments that may have been made. Missed in-class exercises may not be made up. If you anticipate an absence, notify the instructor in advance of the absence.
6. Late Assignments: Assignments will be lowered one letter grade for each day late. If you are absent the day an assignment is due, please make arrangements to have it turned in. Assignments are due by midnight of the due date. At times you may be asked to revise and resubmit an assignment; these too must be resubmitted by the assigned deadline.

VI. Evaluation and Grading Scale

A. Assignment Criteria:

All out-of class writing must be completed on a computer, making use of spell check, and if available, a program which checks for grammatical errors. Points will be deducted for spelling and grammar errors. Fonts used must be of block type (Arial or Times New Roman) and size 12. Format and citations must use APA (5th edition) criteria. Simply staple work in the upper left-hand corner. .
A hard copy and an electronic copy (as an email attachment using your USCA account) will be submitted for each assignment.

B. Grading:

Grading in this course will be determined, in part, by the critical reading and writing activities regarding the course material and by attendance and contribution to class and group activities. Evaluation will focus on the ability to identify important ideas, articulate the complexity of issues, recognize different points of view, and apply content in meaningful ways. Grades will be determined through a variety of written and non-written activities and class participation. The following activities will be used in evaluating your level of achievement in this course. The instructor reserves the right to change and/or delete activities or assignments.

Due Date	Assignment	Points
January 23	Self-Reflection	30 points
February 6	TWS: Contextual Factors	70 points
February 20	Classroom Management Plan: Rules, Consequences and Procedures	60 points
February 20	Communication with Students and Parents (or Caregivers)	50 points
March 6	Plan for a Specific Discipline Problem	30 points
April 3	Traditional Item Development	40 points
April 10	TWS: Analysis of Assessment	80 points
April 24	Performance Item Development with Rubric	80 points
Blackboard & Class Meetings	Participation	60 points
TOTAL		500 points

The grade for the course will be calculated using possible points and the following percentages for translating the scoring of assignments into letter grades:

463-500 pts. = 93% - 100% = A	383-397 pts. = 77% - 79% = C
448-462 pts. = 90% - 92% = B+	368-382 pts. = 74% - 76% = D+
423-447 pts. = 85% - 89% = B	348-367 pts. = 70% - 73% = D
398-422 pts. = 80% - 84% = C+	0-347 pts. = < 70% = F

VIII. Course Schedule: AEDS 446 Tentative Topics and Class Activities

DATE	TOPIC or ACTIVITY	READING
January 16 Blackboard	Course Overview Self-Reflection on 20 Questions Managing a Classroom: The teacher, adolescents and a positive CR environment	Sprick: Chapter 1
January 23 Class Meeting	Developing a Teacher Persona Rules, consequences and procedures Time Management Design Instruction and Evaluation Systems Classroom Management Plan Assignment Teacher Work Sample: Contextual Factors Observations and Forms	Sprick: Chapters 2& 5 Taylor & Nolen: Chpt 10
January 30 Blackboard	Organization: Prepare Routines and Procedures Expectations: Plan to Teach Students How to Be Successful	Sprick: Chapters 3& 4
February 6 Blackboard	Rules and Consequences Preventing Discipline Problems Effective Instructional Strategies and Classroom Behavior Parents, Caregivers and School Personnel TWS: Contextual Factors Due	Sprick: Chapter 5
February 13 Blackboard	Motivation Classroom Management and Diverse Student Populations	Sprick: Chapter 6
February 20 Class Meeting	Presentation of Classroom Management Plans, Student/Parent Letters and 1st Day Communication with Students	Sprick: Chapters 7 & 8
February 27 Blackboard	Dealing with Problems Proactive Planning for Chronic Misbehavior	Sprick: Chapter 9
March 6 Blackboard	The Role of Assessment in Supporting Teaching and Learning Plan for a Specific Discipline Problem Due	Taylor & Nolen: Chapters 1-3
March 13	SPRING BREAK	
March 20 Class Meeting	The South Carolina Curriculum/Course Standards Curriculum, Instruction, and Assessment Formative and Summative Assessment Bloom's Taxonomy Analyzing Student Achievement Data Analysis with Spreadsheets (Excel) Teacher Work Sample: Analysis of Assessment Discussion	Taylor & Nolen: Chapter 1
March 27	Classroom Testing Traditional Item development / Performance Item Development Multiple Choice, Matching, True/False, Matching, Short Answers	Taylor & Nolen: Chapters 6-8
April 3	Performance Tasks / Authentic Assessment Developing and Using Scoring Rubrics Traditional Assessment Due	Taylor & Nolen: Chapter 8
April 10	No Child Left Behind PASS, MAP, End of Course and Exit Exams TWS: Analysis of Assessment Due	Taylor & Nolen: Chapter 12
April 17	Grading Policy	T & N: Chapt 10&11
April 24	Performance Item Development with Rubric Due	
May 1 Class Meeting	Presentation of Performance Task Final Conferences	