EDUC 667: MANAGEMENT AND THE LEARNING ENVIRONMENT  
Winter Session 2021  

FSU Hagerstown Center  
Online  
Office hours: by appointment  
Professor: Dr. Kris McGee  

Winter 2021  
Office: room153  
Office phone: 240.527.2730  
Email: kmcgee@frostburg.edu  

Required Text: (provided by professor)  


*Candidates will select an additional text to read about classroom or behavior management, self-care, culturally relevant teaching, etc. Listed below are a few options. Candidates are not limited to the books on this list, however, books not on this list need to be confirmed with the professor.*  


Recommended Texts:  


COURSE DESCRIPTION:  
This course addresses the analysis and management of students in the classroom based on research, organizational practices to create a positive classroom climate through pro-active management of the classroom, and social skills development of students.  

COURSE PURPOSE:  
The purpose of the course is to provide a practical guideline for optimum classroom management. MAT candidates will gain knowledge and skills needed for reflective decision-making. Candidates learn to continually assess students, their teaching, and the environment to promote successful student learning.
Candidates take a first step towards an instructional leader by understanding their role in effective classroom management.

**COURSE OUTCOMES AND ASSESSMENTS:**
Upon successful completion of this course, the teacher candidate will be able to demonstrate knowledge, skills and dispositions as determined by the knowledge and skill base required by the Interstate Teacher Assessment and Support Consortium (InTASC, 2011), the Maryland Teacher Technology Standards (MTTS), as well as the knowledge base required by the Maryland State Department of Education.

<table>
<thead>
<tr>
<th>COURSE OUTCOMES (Candidates will demonstrate knowledge of :)</th>
<th>ASSESSMENTS (Candidates will be measured by :)</th>
<th>INTASC</th>
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<tbody>
<tr>
<td>KNOWLEDGE</td>
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<tr>
<td>1. Psychological and sociological influences on student behavior</td>
<td>Assessment 4: Deeper Dive into Research</td>
<td>#1</td>
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<td></td>
<td>• Management Plan</td>
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<td></td>
<td>• Danielson/Classroom visits &amp; reflection</td>
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<td>2. the role of the classroom teacher in promoting a positive learning environment.</td>
<td>Mentor text/discussions</td>
<td>#3</td>
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<td></td>
<td>• Danielson/Classroom visits &amp; reflection</td>
<td></td>
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<tr>
<td>3. different models for classroom discipline.</td>
<td>Mentor text/Discussions/Classroom visits in EDUC 695</td>
<td>#1</td>
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<tr>
<td></td>
<td>• Danielson/Classroom visit &amp; reflection</td>
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<td></td>
<td>• Management Plan</td>
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<td></td>
<td>• eManagement Resource Collection</td>
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<td>4. strategies to promote active engagement of students.</td>
<td>Mentor text/Class discussions</td>
<td>#5</td>
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<td></td>
<td>• Management Plan</td>
<td></td>
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<td></td>
<td>• eManagement Resource Collection</td>
<td></td>
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<td>5. the antecedent, behavior and consequences of student behavior.</td>
<td>Assessment 2: Hot Topics/Discussion</td>
<td>#1, #2, #3</td>
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<td></td>
<td>• Mentor text/Class discussions</td>
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<td>6. observational instruments to interpret and manage student actions.</td>
<td>eManagement Resource Collection</td>
<td>#1, #2, #3</td>
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<td></td>
<td>• Danielson/Internship I classroom visit &amp; reflection</td>
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<td>7. research and best practices when managing students with emotional and behavioral disabilities.</td>
<td>Assessment 4: Deeper Dive into Research</td>
<td>#1, #2</td>
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<td></td>
<td>• Management Plan</td>
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<td>9. integral responsibilities of the classroom teacher and how to coordinate those duties effectively.</td>
<td>Danielson/Internship I classroom visit &amp; reflection</td>
<td>#1, #2, #3, #4</td>
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<td></td>
<td>• Management plan</td>
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<td>• eManagement Resource Collection</td>
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<td>INTASC</td>
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<tr>
<td><strong>SKILLS</strong></td>
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| 1. explore management practices.             | ● Danielson/Internship I classroom visit & reflection  
● Management Plan  
● Assessment 2: Hot Topics/Discussions  
● Assessment 4: Deeper Dive into the research  
● eManagement Resource Collection | #1, #2, #3, #4 |
| 2. identify best practices of classroom management. | ● Danielson/Internship I classroom visit & reflection  
● Management Plan  
● Assessment 4: Deeper Dive into the research  
● eManagement Resource Collection | #1, #2, #3, #4, #7 |
| 3. plan using different models of discipline. | ● Assessment 2: Hot Topics/Discussion  
● Management Plan  
● Assessment 4: Deeper Dive into the research  
● eManagement Resource Collection | #1, #2, #3, #4, #7 |
| 4. develop a proactive management plan that keeps students actively engaged in learning and communicates behaviors to families. | ● Management Plan  
● eManagement Resource Collection | #1, #2, #3, #4, #7 |
| 6. develop the ability to manage time.       | ● Protocols/Discussions                          | #1, #2, #3 |

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<tr>
<th>COURSE OUTCOMES (Candidates will be able to demonstrate:)</th>
<th>ASSESSMENTS (Candidates will be measured through :)</th>
<th>INTASC</th>
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<td><strong>DISPOSITION</strong></td>
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| 1. an appreciation for the efficacy of a well-managed classroom | ● Management Plan  
● eManagement Resource Collection | #1, #2, #3 |

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>93% to 100%</td>
<td>Outstanding achievement; for only the highest accomplishment</td>
</tr>
<tr>
<td>B</td>
<td>83% to 92%</td>
<td>Praiseworthy performance; above average</td>
</tr>
<tr>
<td>C</td>
<td>73% to 82%</td>
<td>Average; for satisfactory performance</td>
</tr>
<tr>
<td>D</td>
<td>63% to 72%</td>
<td>Below average achievement</td>
</tr>
<tr>
<td>F</td>
<td>Below 63%</td>
<td>Very unsatisfactory performance</td>
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</tbody>
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**DIVERSITY:**
It is essential for an educator to have an awareness of diversity and develop strategies to meet the needs of all learners.

In this course, teacher candidates will explore the cultural and social influences on language and literacy development. Teacher candidates will study the social, cultural, and environment factors that can foster language and literacy skills. The course will also explore the importance of family/home support and communication in the development of these skills. The course will investigate reading development and teacher candidate will consider differentiation with regards to specific learners and their needs. Teacher candidates will learn how to support and scaffold language learning for English Language Learners. Specific activities that will explore diversity topics include in class activities, field experiences, video-based discussions, and assigned readings. Teacher candidates will be assessed on their understanding of these topics through written exams, the book file assignment, the vocabulary lesson plan, the running record and fluency plan assignment, and the caregiver newsletter assignment.

ACADEMIC DISHONESTY:
The University considers academic dishonesty to be impermissible and subject to disciplinary actions. “Academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes but is not limited to, such acts as stealing or altering testing instrument; falsifying the identity of persons for any academic purposes; offering, giving or receiving unauthorized assistance on an examination, quiz, or other written or oral record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the representation of material which uses hypotheses or conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact do” (The Pathfinder, Frostburg State University)

DISRUPTIVE STUDENT BEHAVIOR
“The University will not tolerate disorderly or disruptive conduct which substantially threatens, harms, or interferes with University personnel, orderly processes, and functions. A faculty member may require a student to leave the classroom when his/her behavior disrupts the learning environment. A student found responsible for disruptive behavior may be administratively withdrawn from the course.” (Student code of Conduct)

REPORTING OF CHILD ABUSE:
Please be aware that according to state law in Maryland, educators are required to report current and past child abuse and neglect even when the former victim is now an adult and even when the former alleged abuser is deceased. If you disclose current or past abuse/neglect in class, in papers, or to me personally, I am required by law to report it. Please see me if you are interested in more information about this law.

Grade Grievance:
If you feel that you have been improperly awarded a grade that you did not earn, you may initiate the grade grievance process. More information, including the specific timeline and procedures, is available in the back of the undergraduate catalog.

Confidentiality and Mandatory Reporting:
Frostburg State University and its faculty are committed to maintaining a safe learning environment and supporting survivors of violence. To meet this commitment and comply with federal and state law, FSU requires all faculty and staff (other than the confidential employees in CAPS and Brady Health) to report any instances of gender-based harassment, sexual misconduct, relationship violence, or stalking against students. This means if you share your or another FSU student’s experience with gender-based harassment, sexual misconduct, relationship violence, or, stalking, I have a duty to report the information to the University’s Title IX Coordinator. The only exception to my reporting obligation is when such incidents are communicated during class discussion, as part of an assignment for a class, or as part of a University-approved research project.
Faculty and staff are also obligated to report allegations of child abuse and neglect to University Police and to Child Protective Services. This obligation extends to disclosures of past abuse even if the victim is now an adult and the abuser is deceased. My duty to report suspected child abuse and neglect extends to disclosures that are made as part of classroom discussions and in writing assignments.

If you or someone you know has experienced an incident of harassment or violence, please go to www.frostburg.edu/titleix to find information on reporting options and the resources and services available for support.

**GENERAL COURSE REQUIREMENTS:**

1) Consistent attendance is expected both in the online/virtual environment and for class meetings. A student who must be absent from class should make every attempt to communicate directly with the instructor prior to the absence. **One (1) class absence may result in the lowering of the student’s final grade in the course by one letter grade.**

2) All assignments should be submitted on the specified due date, as these dates are selected to help pace the candidate with other course and assignments. Extensions are available upon request. Requests need to be made in advance not moments before the assignment is due. The only exception to this would be an extreme emergency. **Assignments submitted more than one week late will not be accepted.** All assignments should be word-processed, submitted in the appropriate manner (hard copy, Canvas, email). Candidates should always consult the rubric prior to submitting work.

3) Students receiving a grade below a C will be given the opportunity to re-submit the assignment. The initial assignment and resubmission will be averaged together for a new score. It must be completed within the agreed time frame of the professor and candidate. Late assignments will not be eligible for resubmission.

**DISPOSITION EXPECTATIONS:**

a. This program is preparing you to become a teacher. One of the many things a teacher is expected to do daily is to communicate with others. Therefore, it is the candidate’s responsibility to check Canvas, email and the syllabus for information pertaining to assignments, grading and upcoming changes to the schedule. The policy of “three before me” asks that each candidate check three resources **before** emailing me. As a teacher, you need to be resourceful, so it’s is best to begin now. Lastly teachers need to be problem solvers. When you are presented with a problem that you need to solve, please come to me prepared with at least one, if not more solutions as to how you could solve the dilemma you are facing. This is a very important skill to master not only for teaching, but for life itself.

b. All cell phones should be turned on silence/vibrate during class meetings. Exceptions will be made only when concerning family or medical emergencies and the need for these exceptions should be communicated to the instructor **prior** to the start of the class session.

c. If there is a disagreement or question regarding scoring of any assignment, please arrange to meet with the course instructor to discuss the assignment **outside of class time or following a class session.**

d. The use of a laptop in class would be at the discretion of the professor. If candidates are using the laptop for recreation as opposed to academics the professor reserves the right to ask the candidate to shut the laptop down.

**CLASS PARTICIPATION EXPECTATIONS:**

**Participation/reflections:**

Candidates will participate in discussions both small group as well as whole group, online and during virtual class sessions. If there is an expectation to complete a brief reflection after class, the candidate will submit the assignment to the professor. It may be requested that the assignment be submitted to Canvas- text box, audio or video submissions are acceptable. When requested, candidates should submit the document in the requested format.
Technology issues:

If you find that your hardware is not working, please make other arrangements to find a computer to complete your work. The library at USMH is open during Intersession. Check the USMH website for current times.  
http://www.hagerstown.usmd.edu/

COURSE ASSIGNMENT DESCRIPTIONS:

Weekly readings from mentor text:
Due weekly.

*Week One: Chapter 1- “Classroom Management in Perspective”*
*Week Two: Chapter 3- “Establishing Positive Teacher-Student Relationships”*
*Week Three: Chapter 7- “Enhancing Students’ Motivation to Learn”*

Assessment #1: FSU Canvas Posts/Discussions/Activities  
**Point value to be determined**  
**Due: weekly**

Candidates will be expected to complete different Canvas activities based on readings and/or information presented in class. In addition to posting your thoughts about your readings you may be asked to comment on one another’s posts too. Points will vary based on the assignment(s). Points will be specified with each assignment and recorded each week.

Assessment #2: MTTS Standard #3 Legal, Social, and Ethical Issues  
**Checkmark for completion**  
**Due: 11:59 pm, Friday, Jan. 8th, 2021.**

Candidate will view the webinar “All New Digital Citizenship Curriculum” on edWEB.net and complete the quiz to receive the required certificate. You may have to sign up but it is free.  
https://home.edweb.net/webinar/commonsense20190822/  
After completing the webinar and downloading the certificate, submit the certificate to Taskstream Technology folio.

Assessment #3: Hot Topic of the Day  
**Due: Everyone’s Hot Topic Presentation must be ready to share beginning on Tuesday, January 5th, 2021.**  
**We will share one or two topics a day depending on time.**

This assignment will enable you to provide your classmates with relevant, current information related to classroom management/discipline/organization. Candidates will search and select their Hot Topic on the first day of class. Candidates can search: classroom management hot topics for ideas which they will confirm with the professor. Next candidates will select their dates to share their “hot topics.” Sharing will begin in the next class. Candidates can also feel free to add any/all these “hot topics” to their eManagement Resource Collections.

Candidates can work alone or with a partner for this task. The goal is to share what they have learned with their classmates in a 10-15 minute during class. To share, candidates might include an interactive activity, a discussion, a debate (or possibly a combination of these). Ideas to consider: a new behavior management program or technique, a high-profile lawsuit, current trends in schools regarding the handling of discipline, common disciplinary infractions of youth today, managing online/blended/remote learning, etc. Topics must be approved by the professor.

The following checklist will be used to score your hot topic. The candidates’:
Assessment #5: eManagement Resource Collection

Due: Wednesday, January 20th, 2021

Assessment #4: Part 1-Deep Dive into Mentor Text/Part 2-Classmate review:
75 grand total of points for both sections together.

Part 1: Deep Dive Due: Monday, January 18th, 2021. Points: 50 total
Part 2: Classmate’s Review Due: Review a classmate’s Deep Dive and provide feedback to him/her/them by Wednesday, Jan. 20th, 2021. Points: 25 total.

Part 1 of Assessment 4: The presentation (and recording of the presentation, if necessary) you will create for this task is what you will submit to Canvas for Part 1 of Assessment 4.

Candidates will select one (1) chapter from our mentor text we will not be reading as a class to conduct a deeper dive. It can be a chapter that is or is not on the required reading list. What is a deeper dive? Candidates will read the chapter as well as additional articles about the chapter’s focus and present information to the class. Candidates will select their chapters during the first F2F session. The criteria for the research will be the following (10 points each- 50 points total):

- Review the suggested articles found at the end of the selected chapter to then read. Choose a minimum of three (3) articles to read to extend your knowledge of the chapter focus. Candidates can also search for articles on their own to support their chapter’s topic. After selecting the articles, candidates will provide a brief overview of the additional information the selected articles contribute to the chapter’s topic. Candidates can organize this information as a bulleted list, a venn diagram, or any other organizer that makes sense to him/her/them.
- Select a platform such as Google Slides, PowerPoint, Adobe Spark, or another platform (which must be approved by the professor) to capture the required information for the Deep Dive Presentation. The first “slide” should introduce the big idea or focus of the selected chapter. The information on the first “slide” should be from the chapter in the mentor text itself, not from the additional articles the candidate has selected. Please don’t introduce the additional research you’ve discovered on the first “slide.”
- The next “slide(s)” should identify and explain the key ideas the candidate has gleaned from the additional articles he/she/they have read. Candidates must use APA format when citing information from each of the three (3) articles.
- In the conclusion “slide(s),” state and explain all key points an audience member (other classmates) should take away from the additional research presented. Be sure to emphasize how the additional information is connected to the original information gleaned from the mentor text chapter about the topic.
- Presentations will be share in a face to face class. However, if we are unable to meet face to face, candidates will record the presentation via Screencast or another video platform. If we are unable to meet face to face, candidates will share their recordings to our Canvas site for others to review.

Part 2 of Assessment 4: Our face to face session will be on Monday, Jan. 18th, 2021. Candidates will be placed in small groups- 1) with classmates who have read the same chapter, and/or 2) candidates who read a different chapter. In small groups, candidates will present their information and then discuss the information with classmates. Within the small group, each candidate will select one (1) classmate to provide feedback based on the criteria for the presentation. Candidates will provide feedback to each section of the rubric. Copy/download or create your own hardcopy of the rubric to provide your feedback. This part will be worth 25 points, 5 points for each comment provided on the rubric.

Assessment #5: eManagement Resource Collection

Due: Wednesday, January 20th, 2021

50 points
Throughout the course, candidates will be provided resources and usage suggestions for an array of management strategies. Candidates will compile these resources, in an electronic management collection platform such as LinkTree, Wakelet, Blendspace, LiveBinder, ThreeRing. Each strategy/resource should be filed under an appropriate tab in the notebook and be accompanied by a brief description (written by the candidate) explaining the strategy and elaborating on when/how the strategy could be valuable.

Use your pre-assessment guide you in your selections for your collection. Please make a "tab" for each of the following sections:

- Organizing Physical Space
- Managing Student Behavior
- Managing Classroom Procedures
- Establishing a Culture of Learning
- Quotes and Philosophy ideas - what are your non-negotiables? What will you "hang your hat on" as a teacher?

*Your collection is a minimum of 3 resources per section, for a minimum total of 15 resources. The total number of resources will be up to you, and you can add additional sections if that makes sense to you. Remember, we are personalizing class, so feel free to personalize the rest of your resources collections. You can definitely add resources that have been shared in our class or in our elementary class visits, but you will also want to think about your deep dive work, readings, as well as what you are reading in your self-selected PD book. If you share something in small group or whole group discussions from your PD book or our mentor text you can add that to your collection too.

Click here for one example using LiveBinder. This is not organized with the same tabs as requested for your task, however, it does have a table of contents. It is one way you can present your eManagement Resource Collection. This is but one example you can search online for other collection examples. And yes, you can pull ideas from this example to add to your collection.

Assessment #6: Self-Selected Book Sharing/Reflection

Due: 11:59 pm on Thursday, January 21st, 2021

Candidates will share their take-away(s) from their self-selected book- using the A-Z protocol. There should be a minimum of 20 of the 26 letters of the alphabet completed with descriptions about the self-selected book within the chart.

For your post, you will share your thoughts about your PD book by using the A-Z protocol. You can either complete the chart (see the example below) or you can record your final thoughts about your self-selected PD book using the A-Z protocol. If you decide to record your submission, it can be an audio or video recording completed within Canvas. You can either submit the A-Z or you can record your 20 answers for your A-Z information. Here are the criteria:

- Share the title of your self-selected PD book and your big take-away(s) from it. Your big take-aways are listed within the A-Z chart (5 pts.)
- Based on the information listed in your A-Z protocol, state whether or not you would recommend this book. (5 pts.)
- The completed chart or recording will be submitted to Canvas.

eResources:

Character Counts: http://charactercounts.org

Partnership for 21st Schools: http://www.21stcenturyskills.com
Selected References