<table>
<thead>
<tr>
<th>Instructor</th>
<th>LaTisha Vaughn-Brandon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Hours:</td>
<td>Mondays and Wednesdays – 9:15-9:45 a.m.; 12:00-12:30 p.m.; By appointment</td>
</tr>
<tr>
<td>Office:</td>
<td>86 Wentworth Street, Office TBD</td>
</tr>
<tr>
<td>Office phone &amp; Email:</td>
<td>(404) 375-7091 <a href="mailto:latisha.vaughnbrandon@gmail.com">latisha.vaughnbrandon@gmail.com</a> or <a href="mailto:vaughnbrandonln@cofc.edu">vaughnbrandonln@cofc.edu</a></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td></td>
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<tr>
<td>Course Description:</td>
<td>This course focuses on how teachers create collaborative and inclusive communities of learners. Supportive, preventative, and corrective teaching practices and management strategies are emphasized. (3 undergraduate credit hours)</td>
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<tr>
<td>Course Materials: Required Text</td>
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<tr>
<td>If you choose to purchase the required eText from Pearson, follow the instructions below:</td>
<td></td>
</tr>
<tr>
<td>2. Click Register now (will have purchased Access Code from bookstore)</td>
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<td>3. Click I accept at bottom of page</td>
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<tr>
<td>4. Enter yes if you have already created a Pearson account for another class and use the same information. If this is your first time click no and create a username and password.</td>
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<tr>
<td>5. Enter the access code found on the inside of the brochure purchased from the bookstore (under the peal off)</td>
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6. Click next
7. Enter your personal information and school information.
8. Submit
9. If not taken directly into the library please reuse the link found in step 1 and enter the username and password from step 4.

The IRIS Center at Vanderbilt University
http://iris.peabody.vanderbilt.edu/ - provides numerous interactive resources to help you understand classroom behavior management.

OAKS
All additional required readings, assignments, templates and student samples can be found on OAKS. You are expected to upload ALL assignments to OAKS and bring a hard copy to class. All work must be uploaded as a Word file using the following naming structure - CourseAssignment_FirstLastName.

Course Outcomes:

All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher competency which are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as Professionals. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

Course outcomes are derived from the ETCs, the standards set forth by the SOE, and NCATE standards (National Council for the Accreditation of Teacher Education). These standards define expectations for the School of Education and the teachers we prepare. EDEE 407 course outcomes follow and are organized by the Elements of Teacher Competency (ETCs):

**ETC #1: Outcomes related to understanding and valuing the learner:**
Demonstrate understanding of the dignity and worth of students from diverse cultural, social, ethnic and racial backgrounds (SOE Standard I, III, IV). Compare and contrast major philosophies of education in relationship to the aims of education, the curriculum, teacher-student relationships and methodology (SOE Standard I, III, IV, V, and VII).

**ETC #2: Outcomes related to knowing what and how to teach, assess and how to create environments in which learning occurs:**
Demonstrate understanding of the beliefs, values and assumptions which contribute
to your understanding of schooling (SOE Standard VII). Describe the functions of education and schooling as reflected in sociological forces associated with the diverse characteristics of a multicultural society (SOE Standard I & VII). Begin identification of pedagogical strategies that are suitable for learners of diverse abilities and backgrounds (SOE Standard I & II).

ETC #3: Outcomes related to understanding yourself as a professional:
Describe the major historical events which have contributed to the overall development and organization of education in the U.S. (SOE Standard VII). Explain the significance of historical events through a study of prominent leaders and general major movements as a prerequisite to contemporary educational thought and practice (SOE Standard VII). Identify major political and economic issues which have influenced policy decisions in education as determined by federal, state, and local agencies (SOE Standard II, VI & V). Identify and explain the legal rights and responsibilities currently governing all members of the school community (SOE Standard III, V, and VII). Appraise individual interest and commitment to the profession (SOE Standard IV). Predict some future outcomes of American education in the United States (SOE Standard IV & VII). Demonstrate consistently the communication skills of reading, writing, speaking, listening and interpreting (SOE Standards - all).

The following exit outcomes are required for the successful completion of EDEE 407:
The student shall:

• Summarize classroom management competencies.
• Evaluate the role of the teacher as well as the qualities of an effective teacher in creating caring and supportive classroom environments.
• Describe the components of and design an optimal physical classroom environment that supports learning.
• Analyze the connections among planning, instruction, assessment and classroom management, including EEDA concepts/applications and ISTE standards.
• Construct a working knowledge of major trends and approaches in contemporary classroom management.
• Link knowledge of diverse learners with contemporary issues and trends in effective classroom management.
• Apply emerging understandings and practices to field placement observations and teaching.
• Identify South Carolina requirements related to safe schools and child abuse.
• Select positive dispositions for teaching and creating successful learning environments.
• Construct a complete, comprehensive, research-based classroom management plan and classroom management philosophy that reflects and promotes community, family, learning and respect.

Course Requirements: Attendance, Participation, Homework, and In Class Activities
Students should make every effort to attend class. In order to remain active in the course, it is important to stay current with reading assignments. Information in the text is often the springboard for in-class discussions and outside written assignments.
No more than four absences are allowed; more than four absences results in “WA” which converts to an F on your transcript. Be advised that leaving class early more than two times will result in one absence. Learning modules will consist of application activities, group assignments, and case studies. You will not receive credit for missing these assignments so regular attendance is key.

Reading Summarization Activities: In class each week, you will work with various groups to participate in chapter summarization activities (e.g., 3,2,1 summary, Collaborative Strategic Reading (CSR), Exit Cards, KWL, free-writing, etc.). This will give you an opportunity to get a firmer grasp of the content and to explore a range of comprehension strategies that you can consider employing in your future classrooms. Strategy Shares: Students will share and submit a classroom management strategy as part of their participation grade.

Field Observations. Students will submit two guided reflections of classroom observations at their field placements. A detailed rubric is provided.

Group Presentation. Each group will be assigned an empirical journal article to read regarding a topic in classroom management. The group will lead an engaging 30-35-minute class discussion of the article with use of multimedia, activities, role-playing, etc.

Early Career Teacher Interview and Reflection. Students will interview an early career teacher about their experiences in managing student behavior using an interview guide provided by the instructor. Students may interview the teacher in person, via telephone or through video chat.

Classroom Management Plan. Students will submit a thoughtful, concise plan of classroom management including your personal philosophy for creating developmentally appropriate classroom environments. A discussion of theoretical influences and a reflection on what you have learned about your own personality and temperament with regard to classroom environments are required.

Midterm and Final Examinations. Students will demonstrate comprehensive mastery of the course content with emphasis on the major topics presented. The exams will include case studies, short answer, and essay questions. Electronic submission to the OAKS Dropbox required.

IRIS Center Modules

The IRIS Center (is an invaluable, free resource you will use to enhance your learning successful classroom management strategies. Over the term, you will complete one module which will be due in September. Modules take approximately 2 hours to complete. (Follow separate directions attached

Note: All course assignments are to be completed independently unless otherwise specified by the instructor. (See Honor Code & Academic Integrity Statement.) ALL assignments must be electronically uploaded to OAKS by the assigned dates. WORK MORE THAN ONE CLASS PERIOD LATE IS NOT ACCEPTED UNLESS PRIOR APPROVAL HAS BEEN GRANTED!!!!!
1) Attendance, Participation, Homework, and In-Class Activities (35 Points) – 12%
2) Field Observations (15 Points) – 5%
3) Group Presentation (50 Points) – 17%
4) Early Career Teacher Interview (50 Points) – 17%
5) Classroom Management Plan (100 Points) – 33%
6) Midterm Examination (25 Points) – 8%
7) Final Examination (25 Points) – 8%

GRADING SCALE:

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
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<tr>
<td>A</td>
<td>93 – 100%</td>
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<tr>
<td>A-</td>
<td>91 – 92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86 – 88%</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>84 – 85%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82 – 83%</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>79 – 81%</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>77 – 78%</td>
<td>1.7</td>
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<tr>
<td>D+**</td>
<td>75 – 76%</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>72 – 74%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>70 – 71%</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69%</td>
<td>0.0</td>
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</table>

Scholarly Writing and APA Style:
All of your written work will be evaluated on the proper usage of grammar, spelling, current APA referencing, and writing in the third person. You will find the current APA Style Manual (6th edition) very valuable in helping you format your work in line with APA requirements.

Policies
- **Attendance:** Four absences for ANY reason (i.e. sickness, family emergencies, personal) are allowed. I do not make distinctions between “excused” and “unexcused” absences, so you should attend regularly and save those 4 absences for days you are too ill to attend class, must attend important family events, etc. **More than four absences will result in a WA which converts to an F on your transcript. Be advised that leaving class early two times will result in one absence.**

- **REQUIRED DOCUMENTATION** – Go to the Absence Memo Office - Go to 67 George Street (white house next to Stern Center) to discuss absences and fill out the appropriate forms. Forms can also be found online at http://studentaffairs.cofc.edu/services/absence.php and they also can be faxed to the office at 953-2290. You will need to provide documentation for health, personal or emergency situation. Email notification by the student will not be considered.

- **Athletes** who will miss class due to athletic events must see the professor within the first two weeks of the course and submit athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

- **Cell phone/Smartphone/Texting/Laptop Policy:** The appropriate use of technology for learning purposes (e.g., taking notes, researching information,
group work recording) is permitted. Otherwise cell phones, laptops and other personal communication devices must be silent and stowed during class. Students who are excessively using mobile phones, tablets, and laptops for any other reason will be considered absent for the class.

- **Students with Special Needs**: SNAP students must see the professor within the first two weeks of the course if they wish special accommodations.

**College of Charleston Honor Code and Academic Integrity**

The College of Charleston puts forth every reasonable effort to maintain academic integrity in the instructional program. To compromise integrity through acts of academic dishonesty seriously jeopardizes the quality of instruction and the caliber of education we purport to provide our students.

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Also, as a student in the School of Education, dispositions characteristic of good teaching should guide your work and interaction with others both at the College and in public schools. These dispositions include:

1) Belief that all students can learn.
2) Value and respect individual differences.
3) Value positive human interactions.
4) Intellectual curiosity, enthusiasm about learning, and a 
5) Willingness to learn new ideas. 
6) Commitment to inquiry, reflection, and self-assessment. 
7) Value collaborative and cooperative work. 
8) Sensitivity to community and cultural contexts. 
9) Responsible and ethical practice.

As EDEE is a dual program, in that we certify candidates for teacher certification, professors reserve the right to document violations that would impact student certification (e.g., attendance problems in field experiences and clinical practice, professionalism in schools, etc.)

**Homework & Classwork:** In class and for homework, you will respond to various scenarios, videos, lesson plans, and questions regarding how to successfully create a learning environment that helps all children be successful. It is expected that textbook and outside reading assignments be read **PRIOR** to class and that students will attend **ALL** class sessions. Assigned readings and projects must be completed and submitted on time. Responsibility for all course content (lecture, text, outside reading, handouts, research) is the student’s responsibility. Students are responsible for obtaining missed assignments/notes from someone in class, not the instructor.

**Technology Usage:** Utilization of technology (i.e., OAKS, internet, Wikis, Blogs, word processing, email - Edisto account) is expected. All work is to be submitted electronically through OAKS by noon of the Friday of the week it is due. Use campus computers (JC Long Building, Library and other campus locations), if necessary, to assure that work will be submitted on time and through OAKS.

**Late Policy:**
Written assignments must be submitted through OAKS. When an assignment is late, the system will flag it. **No assignments over one class period late will be accepted unless prior approval has been received from the instructor.** For this reason, it is essential you stay on schedule throughout the course. Only in the most extenuating circumstances will extensions be given for assignments and exams (e.g., serious personal illness, death in the family, etc.). If this occurs, please contact me immediately and leave a message.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics, Readings, In-Class &amp; Homework Assignments</th>
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<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Aug. 24 (W)</td>
<td>Course Introduction&lt;br&gt;Syllabus Review&lt;br&gt;Ground Rules&lt;br&gt;Getting to Know You (Why Knowing Your Students Matters)&lt;br&gt;3,2,1, Summary Explanation&lt;br&gt;&lt;br&gt;<strong>Homework:</strong>&lt;br&gt;• Read Jones &amp; Jones, Chapter 1&lt;br&gt;• Complete 3,2,1 Summary for Chapter 1</td>
</tr>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;Aug. 29 &amp; 31</td>
<td>Jones &amp; Jones, Chapter 1 Classroom Management in Perspective&lt;br&gt;Strategy Sharing Explanation (Assignments)&lt;br&gt;&lt;br&gt;<strong>Homework:</strong>&lt;br&gt;• Read Jones &amp; Jones, Chapter 2&lt;br&gt;• Complete 3,2,1, Summary for Chapter 2</td>
</tr>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;Sept. 5 &amp; 7</td>
<td>Jones &amp; Jones, Chapter 2 Students’ Psychological Needs&lt;br&gt;Prior, J. (2013). Love, engagement, support, and consistency: A recipe for classroom management. <em>Childhood Education, 90</em>, 68-70.&lt;br&gt;&lt;br&gt;<strong>Homework:</strong>&lt;br&gt;• Read Jones &amp; Jones, Chapter 3&lt;br&gt;• Complete 3,2,1, Summary for Chapter 3</td>
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<td><strong>Week 4</strong>&lt;br&gt;Sept. 12 &amp; 14</td>
<td>Jones &amp; Jones, Chapter 3 Positive Teacher-Student Relationships&lt;br&gt;Discussion Board Assignment&lt;br&gt;Beaty-O’Ferrall, M. E., Green, A., &amp; Hanna, F. (2010). Classroom management strategies for difficult students: Promoting change through relationships. <em>Middle School Journal, 41</em>, 4-11.&lt;br&gt;&lt;br&gt;<strong>Homework:</strong>&lt;br&gt;• Explore IRIS Center website modules&lt;br&gt;<a href="http://iris.peabody.vanderbilt.edu/">http://iris.peabody.vanderbilt.edu/</a></td>
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<tr>
<td><strong>Week 5</strong>&lt;br&gt;Sept. 19 &amp; 21</td>
<td>Balancing Learning Standards and Needs&lt;br&gt;IRIS Center&lt;br&gt;&lt;br&gt;<strong>Homework:</strong>&lt;br&gt;• Read Jones &amp; Jones, Chapter 4&lt;br&gt;• Complete 3,2,1, Summary for Chapter 4</td>
</tr>
</tbody>
</table>
| **Week 6**<br>Sept. 26 & 28 | Jones & Jones, Chapter 4 Peer Relationships<br>Battey, G. J. L, & Ebbeck, V. (2013). A qualitative exploration of an experiential
**Homework:**  
- Read Jones & Jones, Chapter 5  
- Complete 3,2,1, Summary for Chapter 5  
- Field Observation #1 Due  
  
Jones & Jones, Chapter 5 Working with Families  
**Homework:**  
- Read Assigned Article About Zero Tolerance  

S.C. State Regulations and Zero Tolerance Policies  
Guest Speaker –  
**Mid Term Exam**  
**Homework:**  
- Read Jones & Jones, Chapter 6  
- Complete 3,2,1, Summary for Chapter 6  

**Homework:**  
- Read Jones & Jones, Chapter 7  
- Complete 3,2,1, Summary for Chapter 7  
- Early Career Teacher Interview Due  

| Week 10 | Oct. 24 & 26 | Jones & Jones, Chapter 7 Motivation and Learning Goals  
**Homework:**  
- Read Jones & Jones, Chapter 8  
- Complete 3,2,1, Summary for Chapter 8  

| Week 11 | | Jones & Jones, Chapter 8 Disruptive Behavior Management |
**Homework:**  
- Read Jones & Jones, Chapter 9  
- Complete 3,2,1, Summary for Chapter 9  
- Review [www.PBIS.org](http://www.PBIS.org) resource |
| Week 12 | Nov. 7th Fall Break |
| Week 12 | Jones & Jones, Chapter 9  
Conflict Resolution and Positive Behavior Intervention and Supports (PBIS)  
PBIIS.org  
**Homework:**  
- Read Jones & Jones, Chapter 10  
- Complete 3,2,1, Summary for Chapter 10 |
| Week 13 | Jones & Jones  
Chapter 10  
Individualized Behavior Plans  
Guest Speaker –  
**Homework:**  
- Field Observation #2 Due |
| Week 14 | Guest Speaker –  
**Homework & In-Class Activities:**  
- Group Presentations |
| Nov. 23 – 25 | Thanksgiving Holiday!!! |
| Week 15 | Guest Speaker –  
**Homework & In-Class Activities:**  
- Group Presentations  
- Classroom Management Plan Due on OAKS by 11:30 p.m. 11/30 |
| Dec. 5th | Last Class – Wrap Up  
Take Home Final Exam  
TBA - Due to the OAKS Dropbox  
FINAL EXAM & Final IRIS Module |


Teacher Education (TEDU)

COURSE POLICIES AND PROCEDURES

*Course policies and procedures apply to teacher education courses.

1. GRADING SCALES: UNDERGRADUATE AND GRADUATE

<table>
<thead>
<tr>
<th>UNDERGRADUATE GRADING SCALE</th>
<th>GRADUATE GRADING SCALE</th>
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<tbody>
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<td>Percentage Range</td>
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<tr>
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<td>93-100%</td>
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<td>D+</td>
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<tr>
<td>D</td>
<td>72-74%</td>
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<td>D</td>
<td>70-71%</td>
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<tr>
<td>F</td>
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- A grade of 76 or below is considered a failing grade for all graduate courses. There are no grades of D in graduate courses. There are no minus grades in graduate courses.

2. PROFESSIONAL BEHAVIORS/DISPOSITIONS: Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:

- We believe that all children can learn
- We value and respect individual differences
- We value respectful human interactions
- We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
- We are committed to inquiry, reflection, and self-assessment
- We value collaborative and cooperative work
- We are sensitive to community and cultural contexts
- We engage in fair, responsible, and ethical practice