

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	EPI 0001
COURSE TITLE:	Classroom Management
PREREQUISITE(S):	None
COREQUISITE(S):	None
CREDIT HOURS:	3
CONTACT HOURS/WEEK:	3
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	3 (40 contact hours of instruction per term)
Laboratory:	
Other _____:	
FACULTY WORKLOAD POINTS:	3
STANDARDIZED CLASS SIZE ALLOCATION:	25
CATALOG COURSE DESCRIPTION:	
SUGGESTED TEXT(S):	<p><u>The First Days of School</u>. Harry K Wong & Rosemary Wong; Harry Wong Publications, Inc.; ISBN 0-9629360-2-2</p> <p><u>101 "Answers" for New Teachers and Their Mentors - Effective Teaching Tips for Daily Classroom Use</u> Annette L. Breaux; ISBN 1-930556-48-9</p> <p><u>Surviving Your First Year of Teaching Guidelines for Success</u> Richard D. Kellough; Second Edition; Prentice Hall; ISBN 0-13-032573-2</p> <p><u>The Portfolio Planner</u> Debra Bayles Martin; Prentice Hall; ISBN 0-13-081314-1</p>
IMPLEMENTATION DATE:	Fall Term, 2005 (20061)
REVIEW OR MODIFICATION DATE:	Fall Term, 2008 (20091) - Outline Review 2007

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Record Keeping	4
II. Classroom Management	4
III. School Safety	4
IV. Sunshine State Standards	4
V. Creating Content Area Objective Based Lesson Plans	4
VI. Conducting Parent Conferences	4
VII. Assessment Techniques	4
VIII. Implications of FCAT and Other Standardized Tests	4
IX. Professional Ethics	4
X. School Law and the Teacher	4



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1	
COURSE PREFIX AND NUMBER: <u>EPI 0001</u>	SEMESTER CREDIT HOURS: <u>3</u>
COURSE TITLE: <u>Classroom Management</u>	

Section 2
TYPE OF COURSE: (Click on the box to check all that apply)
<input type="checkbox"/> AA Elective <input type="checkbox"/> AS Required Professional Course <input type="checkbox"/> College Prep <input type="checkbox"/> AS Professional Elective <input type="checkbox"/> AAS Required Professional Course <input type="checkbox"/> Technical Certificate <input checked="" type="checkbox"/> Other _____ <input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)

Section 3 (If applicable)
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:
<input type="checkbox"/> Communication <input type="checkbox"/> Social & Behavioral Sciences <input type="checkbox"/> Mathematics <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Humanities

Section 4
INTELLECTUAL COMPETENCIES:
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Critical Analysis <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Scientific Method of Inquiry <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Ethical Judgment <input checked="" type="checkbox"/> Working Collaboratively

Section 5	
LEARNING OUTCOMES	METHOD OF ASSESSMENT
<ul style="list-style-type: none"> 1. Develop a system of record keeping that ensures documentation of student performance, attendance, contact information, and student artifacts. <ul style="list-style-type: none"> 1.1 Identify technology applications that facilitate record keeping. 1.2 Develop a system of collecting and documenting student artifacts. 1.3 Create a contact database to record parent conferences, referrals, and, anecdotal information. 1.4 Develop a system for recording student performance 	Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome
<ul style="list-style-type: none"> 2. Develop knowledge of strategies to establish a classroom that is consistent, supportive, and engaging. <ul style="list-style-type: none"> 2.1 Create a behavior plan that contains a systematic process for establishing, promoting, and maintaining a positive learning environment. 2.2. Identify a repertoire of techniques for establishing smooth, efficient and well-paced routines 2.3 Establish clear system of consequences that are enforceable for misbehavior 2.4 Create mechanism for instructing students in appropriate classroom behavior and manners. 	Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome
<ul style="list-style-type: none"> 3. Develop knowledge of strategies to create and sustain a safe, efficient, supportive learning environment. 	Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom

	<p>3.1 Evaluate the appropriateness of the physical environment for facilitating student learning and promoting safety.</p> <p>3.3 Identify strategies to involve students in establishing rules and standards for behavior that create a safe learning environment.</p> <p>3.4 Identify emergency procedures for student and campus safety.</p>	<p>projects related to outcome</p>
<ul style="list-style-type: none"> • 	<p>4. Develop knowledge of how to plan and conduct lessons in a variety of learning environments that lead to student outcomes consistent with Sunshine State Standards.</p> <p>4.1 Describe the Sunshine State Standards and Benchmarks and how they determine the structure and sequencing of classroom objectives and lesson plans.</p> <p>4.2 Determine instructional long-term goals and short-term objectives appropriate to student needs and Sunshine State Standards and benchmarks.</p> <p>4.3 Identify activities that support the knowledge, skills, and attitudes to be learned in a given subject area.</p> <p>4.4 Identify materials based on instructional objectives and student learning needs and performance levels.</p>	<p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p>
<ul style="list-style-type: none"> • 	<p>5. Creating Content Area Objective Based Lesson Plans</p> <p>5.1. Identify references, materials, and technologies appropriate to the content area and the learners' abilities.</p> <p>5.2 Identify strategies that encourage multidisciplinary studies.</p> <p>5.3 Identify strategies for incorporating reading strategies and literacy into lesson plans</p> <p>5.4 Develop resources for planning, implementing, and presenting engaging lessons in specific content areas.</p> <p>5.5 Develop objective-based lesson plans in target content areas providing Sunshine State Standard and benchmark addressed.</p>	<p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p>
<ul style="list-style-type: none"> • 	<p>6. Develop knowledge of effective communication with students, parents, faculty, other professionals, and the public, including those whose home language is not English.</p> <p>6.1 Identify appropriate techniques for leading class discussions, (e.g., listening, identifying relevant information, probing, drawing inferences, summarizing student comments, and redirecting).</p> <p>6.2 Identify ways to correct student errors (e.g., modeling, providing an explanation or additional information, or asking additional questions).</p> <p>6.3 Identify nonverbal communication strategies that promote student action and performance.</p> <p>6.4 Choose effective communication techniques for conveying high expectations for student learning.</p>	<p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p>
<ul style="list-style-type: none"> • 	<p>7. Develop knowledge of various types of assessment strategies that can be used to determine student levels and needs.</p> <p>7.1 Identify appropriate methods, strategies, and evaluation instruments for assessing student</p>	<p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p>

	<p>levels, needs, performance, and learning.</p> <p>7.2. Develop assessment development techniques such as test mapping.</p> <p>7.2 Identify and sequence learning activities that support study skills and test-taking strategies.</p> <p>7.3 Develop alternative assessments using technology</p>	
<ul style="list-style-type: none"> • 	<p>8. Implications of FCAT and other Standardized Tests</p> <p>8.1 Describe the Florida Comprehensive Assessment Test and what it measures</p> <p>8.2 Correlate Sunshine State Standards benchmarks and the FCAT</p> <p>8.3 Identify strategies for addressing student deficiencies as identified by FCAT and other standardized tests</p> <p>8.4 Explain in layman's terms average yearly progress, derived scores, and results on FCAT and other standardized tests</p> <p>8.5 Develop a system of instructional objects that address benchmarks that are measures by FCAT.</p>	<p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p>
<ul style="list-style-type: none"> • 	<p>9. Develop knowledge of the Code of Ethics and Principals of Professional Conduct of the Education Profession in Florida.</p> <p>9.1 Apply the Code of Ethics and Principles of Professional Conduct to realistic professional and personal situations.</p> <p>9.2 Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual</p>	<p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p>
<ul style="list-style-type: none"> • 	<p>10. Develop knowledge of School Law and the Teacher</p> <p>10.1 Identify the rights, legal responsibilities, and procedures for reporting incidences of abuse or neglect or other signs of distress</p> <p>10.2 Identify the role of teachers on collaborative teams (e.g., IEP, 504, AIP, and child study).</p> <p>10.3 Identify state and federal laws that govern teacher rights and responsibilities.</p> <p>10.4 Identify laws that govern employment and dismissal of teachers</p> <p>10.5 Describe appropriate and legal means for dealing with violence and crisis situations in the classroom and on the school campus</p>	<p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p>

Section 6

Name of Person Completing This Form: Carole Byrd, Associate Dean of Education