

**Theories of Classroom Management EDU 5310/6310  
Granite Elementary Cohort  
Fall 2015**

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**Office Hours:** After class and by appointment

**Required texts:**

The University of Utah Teacher Candidate Handbook:  
<http://uite.utah.edu/student-teaching/TC%20handbook%20FINAL%2008.17.15.pdf>

Charles, C.M. (2011). *Building Classroom Discipline*. 11<sup>th</sup> ed. Boston, MA: Allyn & Bacon.  
Wilson, M.B. (2013). *Teasing, Tattling, Defiance and More...* Turners Falls, MA. Northeast Foundation for Children.

**Recommended text:**

Kleon, A. (2014). *Show Your Work!* New York: Workman

**Teacher Preparation Framework:**

A professional teacher is reflective and responsive, attends to research, and builds relationships among diverse people, ideas and perspectives.

**Course Description:**

This course will offer clinical experiences for the translation of theory into practice, is supportive of the student's professional development, provides models of good practice, and offers sound educational experiences in a community of learning. Current research suggests that the first weeks of the school year are a crucial time in which teachers establish routines and management strategies with students in their classrooms. It is essential for teacher candidates to gain an understanding of the procedures for setting up an elementary classroom and to observe the strategies used by classroom teachers to begin the school year. In addition, teacher candidates need to understand the role of teachers and teachers' work through direct observations, analysis, and participation.

Teacher candidates will be empowered with management theories, in tandem with field experiences, and focus on alignment to educational philosophy. Teacher candidates will become familiar with classroom management models which represent a variety of value-driven theories. They will reflect on educational issues and teaching experiences observed and practiced in the field.

Throughout this course, candidates will have many opportunities to demonstrate knowledge, skills and dispositions predictive of teacher success. From the NCATE Standards, these three areas are defined in relation to teaching as:

**Knowledge** –mastery over the subject content that candidates will impart to their students includes knowing and understanding – analyzing, using, building on, or connecting that knowledge to other knowledge.

**Skills** – the ability to know and understand content and demonstrate the ability to relate it to ideas, information, and knowledge previously learned, to know how to teach using a variety of methods, to adapt teaching to the subject being taught, and to engage students from diverse backgrounds in subject matter.

**Dispositions** – a willingness to learn as student, a belief that all students can learn, high and challenging standards, a commitment to personal professional development and to a safe and

supportive learning environment, an ability to accept responsibility, an understanding of school operation as an integral part of the larger community, an acceptance of families as partners in the education of their children, and a dedication to bringing ethical principles into decision-making processes.

### **Essential Learning Outcomes:**

By the end of this course, each student is expected to have accomplished the following:

1. Develop an understanding of the teaching process specific to their placement.
2. Develop an understanding of student life and dynamics within the classroom and establish a working relationship with students and colleagues.
3. Demonstrate basic skills in lesson delivery across content areas.
4. Explore the connection of personal philosophies and classroom management
5. Develop the ability to blend theory, practice, and reflection in the area of classroom management in order to meet the individual needs of students

### **Course Performance Outcomes:**

This is a field-based class and each student will demonstrate their progress toward becoming proficient in all PRAXIS Standards.

- A1** Becoming familiar with relevant aspects of students' background knowledge and experience.
- A2** Articulating learning goals for the lesson that are appropriate for students.
- A3** Demonstrating an understanding of the connection between the content that was learned previously, the current content, and content that remain to be learned in the future
- A4** Creating or selecting teaching methods, learning activities, and instructional or other resources that are appropriate for the students and that are aligned with the goals of the lesson.
- A5** Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.
- B1** Creating a climate that promotes fairness.
- B2** Establishing and maintaining rapport with students.
- B3** Communicating challenging learning expectations to each student.
- B4** Establishing and maintaining consistent standards of classroom behavior.
- B5** Making the physical environment as safe and conducive to learning as possible.
- C1** Making learning goals and instructional procedures clear to students.
- C2** Making the physical environment as safe and conducive to learning as possible.
- C3** Encouraging students to extend their thinking.
- C4** Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
- C5** Using instructional time effectively.
- D1** Reflecting on the extent to which the learning goals were met.
- D2** Demonstrating a sense of efficacy.
- D3** Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.
- D4** Communicating with parents or guardians about student learning.

### **Utah Effective Teaching Standards (UETS)**

#### **Standard 1: Learner Development**

The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.

The Teacher:

- a. Creates developmentally appropriate and challenging learning experiences based on each student's strengths, interests, and needs.
- b. Collaborates with families, colleagues, and other professionals to promote student growth and development.

#### **Standard 2: Learning Differences**

The teacher understands individual learner differences and cultural and linguistic diversity.

The Teacher:

- a. Understands individual learner differences and holds high expectations of students.
- b. Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.
- c. Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.
- d. Creates a learning culture that encourages individual learners to persevere and advance.
- e. Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.

### **Standard 3: Learning Environments**

The teacher works with learners to create environments that support individual and collaborative learning, positive social interaction, active engagement in learning, and self-motivation.

The Teacher:

- a. Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations and procedures.
- b. Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.
- c. Uses a variety of classroom management strategies to effectively maintain a positive learning environment.
- d. Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.
- e. Extends the learning environment using technology, media, and local and global resources.
- f. Encourages students to use speaking, listening, reading, writing, analysis, synthesis, **and** decision-making skills in various real-world contexts.

### **Standard 4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

The Teacher:

- a. Knows the content of the discipline and conveys accurate information and concepts.
- b. Demonstrates an awareness of the Utah Core Standards and references them in short- and long-term planning.
- c. Engages students in applying methods of inquiry and standards of evidence of the discipline.
- d. Uses multiple representations of concepts that capture key ideas.
- e. Supports students in learning and using academic language accurately and meaningfully.

### **Standard 5: Assessment**

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

The Teacher:

- a. Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.
- b. Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.
- c. Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.
- d. Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.
- e. Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.
- f. Understands and practices appropriate and ethical assessment principles and procedures.

### **Standard 6: Instructional Planning**

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.

The Teacher:

- a. Plans instruction based on the Utah Core Standards.
- b. Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.
- c. Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.
- d. Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.
- e. Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.

**Standard 7: Instructional Strategies**

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

The Teacher:

- a. Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.
- b. Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners.
- c. Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.
- d. Uses a variety of instructional strategies to support and expand each learners' communication skills.
- e. Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.
- f. Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.
- g. Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.
- h. Uses a variety of questioning strategies to promote engagement and learning.

**Standard 8: Reflection and Continuous Growth**

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

The teacher:

- a. Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.
- b. Actively seeks professional, community, and technological learning experiences within and outside the school as supports for reflection and problem-solving.
- c. Recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.
- d. Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.
- e. Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.

**Standard 9: Leadership and Collaboration**

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

The teacher:

- a. Prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community.
- b. Participates actively as part of the learning community, sharing responsibility for decision-making and accountability for each student's learning, and giving and receiving feedback.
- c. Advocates for the learners, the school, the community, and the profession.
- d. Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.
- e. Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others and to work collaboratively to advance professional practice.

**Standard 10: Professional and Ethical Behavior**

The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277–515.

The Teacher:

- a. Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.
- b. Avoids actions which may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role model responsibilities.
- c. Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals, and additional requirements in a timely way.
- d. Maintains accurate instructional and non-instructional records.
- e. Maintains integrity and confidentiality in matters concerning student records and collegial consultation.
- f. Develops appropriate student-teacher relationships as defined in rule, law, and policy.
- g. Maintains professional demeanor and appearance as defined by the local education agency (UEA).

## **Policies and Procedures**

### Grading and Assignments:

Assignments are due to Canvas on the dates indicated on the schedule. 10% of the points for each assignment will be deducted for late submission unless other arrangements have been made *prior to class*. Excessive typographical and grammatical errors detract from the work and will be reflected in your grade. Missing assignments will lower your grade significantly.

**Please read the assigned readings PRIOR to the class meetings.**

**ALL assignments must be submitted to Canvas.**

### Attendance:

It is important in this course that students participate by sharing thoughts and reactions to readings, speakers, and general class discussions. The input of each student is valued and valuable. Attendance for the full class period is expected and students are responsible for everything that is covered, distributed, or announced during class and posted on Canvas. Class will begin and end on time. If an absence is unavoidable, contact the instructor prior to class and arrange with a classmate to receive handouts and announcements. Regular attendance strongly influences the grade for class participation.

### Accommodations and ADA:

If you have special needs, as addressed by the American with Disabilities Act (ADA) and need assistance, please notify the Center for Disability Services (<http://www.sa.utah.edu/ds/>). The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If accommodations are needed in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

### Academic Honesty:

Students are held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, students must cite sources in **ALL** work. Please also note that students may not submit an assignment for this class that has been previously submitted for another course. Please read the Student Code of Academic Conduct available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html> (Please refer to sections IV, V, and VI).

### Civility Statement:

This class needs to be a participatory community if students are to fulfill their potential for learning. Thus, people who disrupt the community by their words or actions (rude, or disrespectful speech or disruptive behavior) will not be allowed in class. In order to achieve our educational goals and to encourage the expression, testing, understanding, and creation of a variety of ideas and opinions, respect must be shown to everyone.

### Background Check:

Each Teacher Candidate is required to pass a Background Check. Fingerprints must be cleared before a teacher candidate is left alone in the classroom. If a fingerprint check has not been cleared before student teaching, the teacher candidate will not be allowed to student teach.

## **Requirements**

### **1. Participation and Professionalism: (65 Points)**

Teacher Candidates are expected to follow the regular contract hours of teachers at designated sites and are required to attend scheduled parent/guardian, district, and faculty meetings. Teacher Candidates may, with the consent of both their STE and university supervisor, become involved in before and after-school

clubs and activities that will be of value to their own personal growth as a Teacher Candidate.

If you must miss a teaching day, contact your STE, **AND** your university supervisor no later than the morning you will miss class. If you are unable to contact your STE and university supervisor directly, leave messages as necessary. **Please note that excessive absences (i.e., 2 + days) or missed time will result in an extended student teaching schedule and/or failure to be recommended for licensure.**

You are required to attend:

- **Back to School Night**
- **Student/Parent/Teacher Conferences (SEPs)** – exceptions may occur
- **Faculty meetings** and grade level meetings when held while you are in the field
- **Friday or other agreed upon planning time**

The goal for this class is continued growth and establishment of professional patterns. Students may NOT be master teachers at this point, but it is expected that you will show continuous growth at the difficult task of teaching every week. Progress will be tracked on weekly goal sheets, in addition to observations and conferences.

Candidates are expected to uphold the professional standards of a certified teacher in the state of Utah. Being late and/or absent to class will result in lower professionalism points. 5 points per class are possible. **If you are absent, you will lose the 5 points for each class and if you are late to class, you will lose 2 points for each class.**

During the fall semester, students will be asked to plan, prepare, and implement math, literacy and social studies lessons. Your STE will be observing several of these lessons and working with you to reflect upon your own practices. It is expected that you put a strong effort into making these lessons applicable and engaging. Your “laboratory” is real!

## **2. Management Connections**

### **a. Educational Philosophy “Letter” (20 Points) Due: September 17**

Use this assignment to think about your beliefs in the form of an educational philosophy. Throughout this course and in the field there will be numerous opportunities to reflect upon these ideas. This will allow for evaluation and synthesis of these beliefs. Choose your audience (parents, students, cover letter to a principal) and write a one page philosophy **in the form of a letter**. This will enable analysis toward clarifying thoughts and beliefs about teaching. **Submit the completed assignment to Canvas on or before the due date.**

### **b. School Pix (25 points) Due: October 1**

School groups can be a new teacher’s biggest support system. Each school has its own characteristics and personality. Each group will take various pictures around the community showcasing the following ten items:

1. The school sign.
2. The natural beauty of the area.
3. Something that shows the area is changing.
4. Something that shows the uniqueness of the school.
5. Something that shows growth in the area.
6. Something that is “kid-friendly”.
7. Something you and your group feels could be improved about the area.
8. Something surprising about your site.
9. Local businesses.

10. Group photo with site teachers.

Make a slideshow of your school community to show to the class and be ready to present it on the due date. **Be sure to include music.**

**c. Student Profiles (50 Points) Due: November 19**

This assignment requires a detailed profile on five (5) students throughout your field practicum experience. *EDU6310 students will keep profiles for seven (7) students.* Collect a minimum of 15 artifacts on each student including a photo of the student, interview, academic assessments, student work, and 10-12 anecdotal records (observations). Be sure everything is dated and you can explain the significance of your choice. Start now so you can see growth over time. See example for anecdotal record required for each student and profile format on Canvas.

**d. Rough Draft Classroom Management Plan (50 Points) Due: December 3**

Every teacher needs a concrete classroom management plan in order to run an effective classroom. During the semester, this class will be examining several theories of management while emphasizing inclusive educational practices. From readings, class discussions, and field practice, students will begin to formulate ideas about the ways a classroom can operate. This management plan will be aligned with an educational philosophy. The management plan will also count as the final project for this class.

An outline will be given and examples will be shared. Submit the rough draft to Canvas. The final classroom management plan will be due in the spring semester.

**e. Technology Integrated Mini lesson Presentation (10 points): Due throughout the semester**

For the technology integrated mini lesson (10-15 min.), groups of students will be required to design and implement a technology integrated lesson. Design a lesson that incorporates a content objective and a technology objective and be prepared to present it to the class. There is a list of websites for different types of classroom technology under the mini lesson tab on Canvas. Please use the lesson plan format listed under the mini lesson tab.

**Be sure to include accommodations for English Language Learners.**

Students will need to bring all the materials needed to teach the lesson. **Lesson plans must be posted on the discussion board on Canvas.**

**2. Reflection and Analysis and Evaluation:**

**a. Weekly Goal Sheets (60 points)**

Complete a weekly goal sheet that is signed by the TC and the STE. 12 goal sheets are due during the semester. **These goal sheets will be turned in weekly starting 9/4 through 12/11 to the Canvas assignments tab.** Please include a photo of you teaching a small or large group lesson, an art project you did with your students or a candid photo of members of your class with this assignment each week.

**Weeks 10/15 & 11/26 no goal sheet is due.**

**b. Midterm Examination (100 pts): October 8**

The midterm examination will be on material covered during the first seven weeks of class. The exam will consist of a combination of true/false, multiple-choice, and short-answer questions. A study guide

will be given prior to the midterm.

**Course requirements:**

1. Participation and Professionalism	65 points
2. School Pix	25points
3. Student Profiles	50 points
4. Classroom Management Plan	50 points
5. Minilessons	10 points
6. Weekly Goal Sheets (12 x 5)	60 points
6. Examinations (100 points)	100 points

**TOTAL: 360 points**

**Grading scale:**

A = 95-100%	C+ = 77-79%
A- = 90-94%	C = 73-76%
B+ = 87-89%	C- = 70-72%
B = 83-86%	D+ = 67-69%
B- = 80-82%	D = 63-66%

*\*It is the Urban Institute's Department policy that no teacher candidate shall earn less than a B- in this course. If a B- or lower is earned, the said student is automatically dropped from the education program.*

## Tentative Weekly Topics and Assignments

<b>Date</b>	<b>Class Topic</b>	<b>Readings Due For Class</b>	<b>Assignments Due</b>
Aug. 27	Class Overview Field Overview Handbook Review Goal Sheets	TTD – pp 3-13	Handbook Signature Syllabus Review Getting Started Packet UETS 10 a b c e f g
Sept. 3	Behavior in the Primary Grades What Causes Students to Misbehave? Teachers Obligations to Students Exerting Positive Influences Big 8 – Expectations & Time Limits	BCD – Chapters 1 & 2 TTD – 15-45	WGS Due UETS 1a, 1b, 3a
Sept. 10	Kagan Model of Discipline ABCD of Disruptive Behaviors Intervention Strategies Big 8 – Cueing & Attention Prompts	BCD – Chapter 10	WGS Due UETS 7a, b, c 2 b
Sept. 17	Development of Modern Discipline Shaping Behavior - Skinner Intro to Choice Theory – Glasser Silliness/Showing Off Big 8 – Proximity & Signals	BCD – Chapter 3 TTD – Chapter 7	<b>Phil Letter Due</b> WGS Due UETS 6 b c d
Sept. 24	Listening/Attention Challenges Teasing Big 8 – Voice & Tasking Sara Hatch – Licensure Nikki Peterson - UEA	TTD – Chap 1 & 2 Jones, V. (2011). <i>Working with Parents</i> . Boston, MA: Pearson	WGS Due UETS 6 b c d 10 a c g
Oct. 1	Teaching Procedures Harry and Rosemary Wong First Days of School Roles, Procedures, Responsibilities	BCD – Chapter 6 Mercier, T. (2014). <i>Teaching Self- Regulation</i> . Turners Falls, MA. Northeast Foundation for Children.	<b>School Pix Due</b> WGS Due UETS 3 a b d
Oct. 8	Midterm Exam		WGS Due UETS 5 a b d
Oct. 15	<b>No Class</b> Fall Break		
Oct. 22	Building your Personalized Approach to Discipline Classroom Management Plans Tattling	BCD – Chapter 14 TTD – Chapter 4	<b>Mini lessons</b> WGS Due UETS 8 a b c d e

Oct. 29	Choice Theory Quality Classrooms Seven Deadly Habits in Teaching William Glasser Frustrations/Meltdowns	BCD – Chapter 9 TTD – Chapter 10	<b>Mini lessons</b> WGS Due UETS 7 b d e f
Nov. 5	<b>No Class- Field Week</b>		WGS Due
Nov. 12	Keeping Students Willingly Engaged in Learning Fred Jones Disengagement	BCD – Chapter 7 TTD – Chapter 6  Paciotti, K. (2010.) Caring Behavior Management: The Spirit Makes the Difference. <i>Delta Kappa Gamma Bulletin</i> , Summer 2010.	<b>Mini lessons</b> WGS Due UETS 2b, 3e, 6c, 7d
Nov. 19	Real Discipline Training for Compliance Teaching Students how to Behave Managing Student Choice Ronald Morrish Cliques	BCD – Chapter 4 TTD – Chapter 3	<b>Student Profiles Due</b> <b>Mini lessons</b> WGS Due UETS 9 c d e
Nov. 26	<b>No Class - Thanksgiving</b>		
Dec. 3	Fostering Responsible Behavior Hierarchy of Social Development Marvin Marshall Defiance	BCD – Chapter 8 TTD – Chapter 5	<b>Mini lessons</b> WGS Due UETS 8 c d
Dec. 10	Physical Contact Dishonesty	TTD – Chapters 8 & 9  Morris, R. (2009.) <i>Clip Chart: A Simple Discipline Strategy for Promoting Positive Behavior</i> . San Diego, CA. New Management	<b>Mini lessons</b> <b>Class Mgmt Plan Due</b> UETS 1b, 3b, 7h, 10f

