

# Theories of Classroom Management

EDU 5310  
Urban Institute for Teacher Education (UITE)  
Intern Cohort – Section 002  
Wednesdays, 4:35-7:05 p.m. – Woodrow Wilson  
Reading Intervention Room  
Fall 2015



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**Course Description:** This course will empower teacher candidates with a wide range of management theories, in tandem with field experiences, while comparing management models to educational philosophy. The focus will be a continuum of management theories. The teacher candidate will become familiar with classroom management models that represent a variety of value-driven theories. The teacher candidates will reflect on educational issues and teaching experiences observed and practiced in the field. **Part of the observed experiences will include lessons centered on the Common Core State Standards in Language Arts and Mathematics.** A concurrent field component is necessary so that the teacher candidates will have a context in order to connect theory and practice.

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

- A- Create an effective classroom management plan that includes preventative, corrective, and intervention strategies and begin an electronic portfolio.
- B- Be versed in various methods of management that include a diverse community of learners.
- C- **Understand how classroom management is necessary for supporting lessons from the Common Core State Standards (Utah Standards).**
- D- Create a student profile on all of the students in their field placement site, as well as a letter to parents and families.
- E- Write an educational philosophy/management paper that **will include using classroom management skills to run an effective environment for teaching the Core State Standards.**

**Course Materials:**

Texts: Charles, C.M., *Building Classroom Discipline*, 11th Ed., Pearson. 2014  
ISBN: 978-0-13-309531-9

Wilson, Margaret Berry. *Teasing, Tattling, Defiance and more: Positive Approaches to 10 Common Classroom Behaviors*. Northeast Foundation for Children, Inc. 2013. ISBN: 978-1-892989-54-3

Forlini, Gary, Ellen Williams, and Annette Brinkman. *Class Acts*. Lavender Hill Press, 2010. ISBN: 978-0-9796424-2-5

Weekly notes will be posted on Canvas to make note-taking more convenient. Please save them electronically or print them out *prior to class*. You may bring your laptop or iPad to class to take additional notes.

***Teacher Preparation Framework: A professional teacher is reflective and responsive, attends to research, and builds relationships among diverse people, ideas, and perspectives.***

**Department Goal:** As you move through the teacher licensure program at the University of Utah, you will develop an increasingly sophisticated understanding of the profession and your potential contributions to the profession. One theme to be revisited throughout your courses is the role of **research** in informing teaching practices. Coming to understand how you might fit into the profession will require that you **reflect** upon your educational experiences and your underlying assumptions about what it means to teach; this becomes a second theme. A third theme is responding: developing a vision or philosophy about effectively teaching students from a wide range of backgrounds, and building a teaching **repertoire** that is likely to build upon and extend what each student brings to the classroom. The fourth theme is **relationships**, which not only includes the interpersonal but also extends to relationships between school and community, the past, the present and the future, and the local with the global.

### **Course Performance Outcomes:**

**UET (Utah Effective Teaching) Standards: This class specifically examines and develops all UET Standards, but pays particularly close attention to Standard 3, 9, and 10.**

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

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

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

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

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

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

**Standard 4: Content Knowledge**

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

**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.

**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.

**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.

**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.

**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.

**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

**Attendance:** Interns are expected to adhere to the Granite School District Attendance policy and the policy for their individual schools for absences. Substitutes must be arranged for when missing school for any reason. Excessive or unexcused absences could not only result in a termination of the intern's employment with Granite District, but also jeopardize completion of the licensure program at the University of Utah.

**Prerequisites:** Admittance in the Elementary Licensure Program. Students must receive a grade of "C" or better in this course to proceed in the Elementary Licensure Program.

***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/>). Please notify me if you have special needs that I can address in any way and I will make every effort to accommodate your special needs. Further, *The University of Utah seeks to provide equal access to its programs, services*

*and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 58 1-5020 (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:**

You will be 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, you must cite sources in **ALL** your work. Please also note that you 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)

### **Cell Phones**

Cell phones are to be turned off during class. Even vibrating phones can be disruptive to class lectures and discussions. It is also understood that texting during class is not appropriate and will result in a deduction of participation points for the day (see below).

### **Computers**

Computers will be allowed in class for note taking and presentations only. You may choose to be more environmentally responsible by saving your weekly Canvas notes electronically. You will need your computer in class to add the remainder of the content to your notes. You may NOT send emails, do homework for another class, or play games on the computer during class. Students engaging in this inappropriate behavior will not be allowed to use a computer in class the remainder of the semester.

**Extra Credit:** Extra credit is not generally offered during this course. However, the instructor reserves the right to give *one* make up assignment according to the needs of the student.

## **WEEKLY CLASS SCHEDULE**

Reading References: Class Acts (CA); Teasing, Tattling, Defiance (TTD); Building Classroom Discipline (BCD)

Schedule subject to change with prior notice to students. Bulleted assignments for each week should be read and prepared prior to that class. **The notes for each class period will be posted on Canvas. Please print them off or save them to your computer prior to class. You will find their content very useful during the discussions.** You are responsible for all information in the reading assignments and in class discussions.

***This schedule may be subject to change to adjust for learning within the group.***

**8/26** The Big 8, Granite Lesson Plan Form

- Article 1 (TTD)
- Student Teaching Handbook:

<http://uite.utah.edu/student-teaching/TC%20handbook%20FINAL%208.17.15.pdf>

**9/2** Social Emotional Pyramid, Building Positive Relationships, *Expectations (Big 8)*

- CA – Chapter 2
- Intro to Weekly Journal
- DUE: Signature Page from Handbook

**9/9** Supportive Environments, *Attention Prompts (Big 8)*

- CA – chapter 6
- Article 2 (BCD – Ch. 9)
- Discussion Groups
- DUE: Journal Entry (5390)

**9/16** Social/Emotional Strategies, *Proximity (Big 8)*

- Article 3 (TTD – 25-40)
- CA Chapter 7
- Safari Planning
- DUE Journal Entry (5390)

**9/23** Procedures, *Cueing (Big 8)*

- Article 4 (BCD, 118-130)
- CA – chapter 5
- Discussion Groups
- DUE: Journal Entry (5390)

**9/30** Human Development, *Signals (Big 8)*

- Article 5
- CA – chapter 8
- DUE: Journal Entry (5390)

- DUE: Quiz 1
- 10/7** Dealing with Defiance, *Time Limits (Big 8)*
  - Article 6
  - CA – chapter 4
  - DUE: Journal Entry (5390)
  - DUE: Camera Safari
- 10/14** Fall Break for the U (no class)
- 10/21** Seven Deadly Habits/Seven Connecting Habits, *Tasking (Big 8)*
  - Article 7 (BCD – 196-200)
  - CA – chapter 10
  - DUE: Letter to Parents
  - DUE: Journal Entry (5390)
  - DUE: Midterm Evaluation
- 10/28** Getting to Know Your Students Update, *Voice (Big 8)*
  - CA – chapter 9
  - DUE: Getting to Know Your Students (5390)
  - DUE: Journal Entry (5390)
  - DUE: Quiz 2
- 11/4** Teasing, *Big 8 Review*, Video Review
  - Article 8 (TTD – 67-87)
  - DUE: Video Reflection
  - DUE: Journal Entry (5390)
- 11/11** Disengagement, Spotlighting Students
  - Article 9 (TTD – 153-171)
  - DUE Spotlight Students
  - Due Journal Entry (5390)
- 11/18** Classroom Management Plan
  - DUE: Classroom Management Plan (posted in your e-portfolio)
  - DUE: Journal Entry (5390)
- 12/2** Teacher Attitude/Positive Influence on Difficult Students
  - Update on e-portfolios
  - DUE: Journal Entry (5390)
- 12/9** 12 Characteristics of an Effective Teacher
  - Article 10
  - DUE: Journal Entry (5390)
  - DUE: Quiz 3

## Explanation of Course Artifacts

### 1. Letter to Parents 20 Points

To form one's own educational philosophy, especially when it concerns classroom management, is good practice for incoming teachers into the profession. This assignment will allow you to evaluate and synthesize your own beliefs about classroom management. Immediately, the educational philosophy paper will enable you to dovetail your thoughts with those you will eventually write for the classroom management plan. In the long run, you will find this assignment beneficial because many interviewers and parents of students will be asking you for your educational philosophies. To formulate those beliefs now will, in turn, help you articulate your thoughts to others. I expect a "letter to the parents" that you would potentially send home at the beginning of the school year explaining briefly who you are and briefly what your educational philosophy is, and more extensively what your beliefs are concerning classroom management. *You may also choose to include your support of the Common Core State Standards and how helpful they will be for children. Please submit this assignment on Canvas by 5:00 p.m. on the date indicated on the syllabus.*

### 2. Student Spotlights 20 Points

Choose two students. M.Ed. students, please choose three students. It is preferred that you choose students who may cause you some grief as far as classroom management is concerned. As per assignment number one, you'll write student notes for each of your spotlight students. Plus, you'll investigate more by using the suggestions at the end of the paragraph. Please choose at least two activities so that you can learn more about these two/three students. Although these children will be included in your, "Getting to Know Your Students" assignment, notes about these two/three students will be turned in prior to your GLYS document. Besides the basic information and the additional activities, plus you need to write a short one-page description explaining, "Because I learned this about my spotlight, I now know that as far as a classroom management is concerned, as a teacher, I need to...." This assignment will convince you that once you get to know a student better, you will adjust your classroom management strategies to better meet their needs.

Ideas for getting to know your "spotlights" better:

- 10 by 2 technique....For 10 days in a row, talk to this student for 2 minutes about things that may interest them...see what happens!

- Attend "other" classes this student may be involved with.

(Computer, Library, P.E., Art, Language, Special Education, etc.)

- Talk to a teacher or a Colors of Success person who, in the past, who has conducted a home visit.

- Attend a community event that the student and their family may attend.

- Attend a sporting event that the student is involved in.

- Drive or walk through the neighborhood.

*Please submit final report on Canvas by the assigned date.*



### **3. Classroom Management Plan            60 Points**

Obviously, every teacher needs a classroom management plan in place in order to run an effective classroom. During the semester, we will be taking a look at several theories of classroom management. From readings, class discussions, and hands-on practice in the field, each teacher candidate will begin to formulate her/his ideas about the ways in which they want their classroom to operate. **Your plan should also include how and why classroom management is a necessity for teaching lessons from the Common Core State Standards.** Please make reference to particular models we've read and discussed in class, as well as, techniques you've been learning about in the field. M.Ed. students, in addition to the above-mentioned references, please include in your paper, one more reference (an outside book about classroom management, or an article about classroom management). I have several books and articles in my office I'd be happy to share with you....just ask! *Please submit plan on Canvas by the assigned date. See Classroom Management Suggestions on Canvas.*

### **4. Quizzes            60 points**

There will be 3 quizzes on your readings throughout the semester (see schedule). Each quiz will contain 20 questions and be worth 20 points. **Please come prepared with questions about the chapter/s you've read so that you can participate in the class discussions.**

### **5. Video Reflection            20 points**

You will record yourself teaching for at least a 10-15 minute period of time. Post the video on Canvas for John and Kittie to watch. Make sure to take time to reflect about what you think went well in the recording and what you would like to work on. You will need to also attach your reflection notes to the Canvas page. This reflection should also be part of your weekly journal for that week.

### **7. Professionalism/Dispositions/Participation            140 Points**

Because the teacher candidates are in the "professional core" part of their education at the University, professionalism is imperative. While making the transition between a student and a teacher, it is vital to the success of the candidate that they are displaying professional behaviors in class, in the field, and especially with others. Professionalism includes such activities, though not all inclusive, class participation that is respectful, thoughtful, and contributes to the learning of others, attendance in class, handing in lessons plans, taking notes, attending to the lesson content, offering constructive feedback to peers, displaying a positive attitude towards teaching, taking time to find resources to teach successful lessons, sharing ideas with others, being open to constructive feedback from your STE, your university coach, a peer, a principal, etc. seeking advice when needed, completing assignments in a timely fashion, teaching effective lessons, etc.

***To receive 10 points each week, you will need to attend class on time, submit your journal entry and goals, and participate in the discussion.***



\*\*\*You will need to read the Professional Ethics section of your Teacher Candidate Handbook. The 2013-14 Teacher Candidate Handbook can be found at:

<http://uite.utah.edu/documents/www-ed-utah-edu/current-students/teacher-candidate-handbook.pdf>.

Please read the handbook carefully, sign the Contract to Adhere to the Handbook page, and turn it in on the second week of class.

You are expected to uphold the same professional standards of a licensed teacher in the State of Utah.

### **Grading Rubric**

I do not grade by percentage or on the curve. I grade by point total only. If you complete all of your assignments in a satisfactory manner and submit them on time, it is not difficult to gather the points needed for an appropriate grade. Please feel free to visit with me if you are concerned or have questions about this grading system. You should be able to track your progress toward your point total throughout the semester.

A = 301-320

B = 280-287

C = 259-264

Below 239 - E

A-= 295-300

B-= 272-279

C-=250-258

B+=288-294

C+=265-271

D = 240-249