



**Urban Institute for Teacher Education
Classroom Management for K-6 Teachers
EDU 5310/6310
Salt Lake Elementary Cohort
Fall Semester 2015
Thursdays 7:30-10:30**

Instructor:

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

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 and age development appropriateness. The focus will be a continuum of management theories. The teacher candidate will become familiar with classroom management models which represent a variety of value-driven theories. The teacher candidates will reflect on educational issues and teaching experiences observed and practiced in the field. A concurrent field component is necessary so that the teacher candidates will have a context in order to connect theory with practice.

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

1. Create an effective classroom management plan comprehensive with preventive, corrective, and intervention strategies.
2. Be versed in various methods which include ALL into a safe community of learners.
3. Continuous observations and building of relationships which result in student notes on all of the students in their field placement site.
4. Write an educational philosophy paper to parents and families.

Course Materials

Canvas Readings

Text: 2011, “Building Classroom Discipline”, Charles C.M., 10 Edition, Pearson

ISBN: 978-0-13-138113-1

Text: 2013, “Teasing, Tattling, Defiance and More...positive approaches to 10 common classroom behaviors”, Margaret Berry Wilson, Northwest Foundation for Children

ISBN: 978-1-892989-54-3

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.

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 Oplin Union Building, 581-5020. 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 CDS.

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)

Attendance: It is important in this course that you participate by sharing your thoughts and reactions to readings, speakers, and general class discussions. The input of each student is valued and valuable. Your attendance for the full class period is expected and you are responsible for everything that is covered, distributed, or announced during class. If an absence is unavoidable, you should arrange with a classmate to receive handouts and announcements. Your attendance strongly influences your grade for class participation.

Civility: 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, sarcastic, 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.

Honesty Code: 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)

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

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

Date	Topic	Readings	Due
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WEEKLY CLASS SCHEDULE

Aug. 27	Tool Box Introduce Course http://uite.utah.edu/student-teaching/TC%20handbook%20FINAL%208.17.15.pdf Starting the School Year - Review Packets 9:30 Introduce U of U Supervisors Building Relationships - Team Building -Three Things in a Bag (our turn) Meet in Supervision Groups	Handbook – On Line	
Sept. 3	Classroom Procedures Academic Discourse/Human Development Discourse Levels of Development -What does that mean for classroom management? Building Relationships - Team Building -Three Things in a Bag (your turn) School Groups meet to work on Camera Safari	Canvas - Best Schools Canvas – Conscious Classroom Management, Chapter 8	TC Handbook WGS
Sept. 10	Assume the Best Regina DeLong 9:30 Building Relationships - Team Building School Groups meet to work on Camera Safari	Canvas – Building Community Canvas – Conscious Classroom Management, Chapter 2	WGS
Sept. 17	Inner Authority Teacher Professionalism Building Relationships - Team Building School Groups 9:30-10:30	TTD (pgs. 1-66)	Camera Safari WGS
Sept. 24	Camera Safari Presentations 7:30-8:50 Sara Hatch – Announcements 9:00-9:30 (SAEC 2151) Nikki Peterson – UEA 9:30-10:30 (SAEC 2151)		Video #1 Due WGS
Oct. 1	Positive Connections Rules and Consequences Camera Safari Presentations Continued, if needed Philosophy – Letter to Parents Building Relationships - Team Building	TTD (pgs. 67-130)	Getting to Know Your Students WGS
Oct. 8	Holding Our Ground Consistency Building Relationships- Team Building Examples of Letters to Parents	TTD (pgs. 131-206)	Video #2 Due WGS
Oct. 15	Fall Break		

Oct. 22	What Effective Teachers Do Quality Teaching Building Relationships - Team Building School Groups 9:30-10:30	TTD (pgs. 207-260)	WGS
Oct. 29	Conceptual Groundings Building Your CMP Big 8 Building Relationships - Team Building	BCD (pgs. 1-70)	Letter to Parents Midterm Evaluation Video Reflection WGS
Nov. 5	Field Week – Start Working on your CMP and Midterm Evaluations		WGS
Nov. 12	Personal Influence in the Classroom Dealing with Stress – Lisa Shearer presenting Building Relationships - Team Building School Groups 9:30-10:30	BCD (pgs. 71-136)	Video #3 Due WGS
Nov. 19	Engaging Internal Motivation Building Your CMP Building Relationships - Team Building	BCD (pgs. 137-226)	Student Spots WGS Getting to Know Your Students
Nov. 26	Thanksgiving		
Dec. 3	Democratic Learning Communities Building Your CMP Building Relationships - Team Building	BCD (pgs. 227-304)	CMP Due WGS
Dec. 10	Course Reflection Looking Ahead to Student Teaching Building Relationships – Team Building School Groups 9:30-10:30		Final Evaluation WGS

CMP = Classroom Management Plan
 BCD = Building Classroom Discipline
 TTD = Teasing, Tattling, Defiance and more...
 TB = Team Building
 WGS = Weekly Goal Sheet
 Red Print = Field Practicum Due Dates EDU 5390

Explanation of Course Artifacts

1. Getting to Know Students 40 Points (UETS 1a, 1b, 2a, 2b, 2c, 2d, 5e, 6b)

You are to keep notes on each of your students. As you start keeping notes about your students, please focus on their abilities. EVERY child has strengths and, as teachers, we do our students and ourselves a great service if we focus on their abilities. Ways in which you can get to know your students better include, interviewing students, observing students, shadowing students to lunch and recess, and by meeting their parents at Back to School Night and SEP Conferences. Focus on the whole child....find out about their interests, language/s spoken at home, areas of academic successes, academic needs, special needs, socialization, notes on student progress, and notes on communication with home. These notes serve many and various purposes. First and foremost, they serve as an avenue for you to get to know each of your students as individuals. Once you know your students as individuals, you will be able to better meet their unique needs. Secondly, as you become more involved with conversations with parents/guardians, your notes will help you to formulate quality conversations. Thirdly, your notes will come in very handy when writing progress reports or report cards and planning individual goals for each student.

2. Student Spotlights 20 Points (UETS 1a, 2a, 2b, 2c, 2d, 2e, 10f, 10g)

Choose two students. M.Ed. students, please choose three students. I'd prefer 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. From a list of the following possibilities, please choose at least two activities so that you can learn more about your spotlight students. When you turn in your student notes, indicate which ones are your "spotlights". When I read the notes, I'll expect to see more information, 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, 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 do this with a friend during day-light hours.

3. Letter to Parents 20 Points (UETS 1b, 2a, 5e, 8b)

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 their 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. Examples will be shared during class.

4. Classroom Management Plan 60 Points (UETS 1a, 1b, 2a, 2b, 2d, 3a, 3b, 3c, 3d, 3e, 3f, 5e, 6d, 7a, 7b, 7c, 7d, 7e, 7f, 7g, 7h, 8b, 8c, 8d, 8e, 10d, 10e, 10f, 10g)

Obviously, every teacher needs a classroom management plan in tack in order to run an effective classroom. During the semester, we will be taking a look at several theories of classroom management while emphasizing inclusive educational practices. From readings, class discussions, and hands-on practice in the field, each teacher candidate will begin to formulate their ideas about the ways in which they want their classroom to operate. During fall semester, this document will be in rough draft format. This document will also be submitted in EDU 5201. Near the end of student

teaching during spring semester, you will finalize your paper. 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!

5. Camera Safari 20 points (UETS 1b, 3e, 7b, 8b, 8c, 9a, 9b)

As a school group, you will "discover" the school community in which you are working. With a camera, you and your group will take various pictures around your school community answering the following ten questions which, in turn, will help you to get to know the community in which you are working with better, which again, in turn, will help you to know the students you are working with.

1. Something that shows the natural beauty of the area.
2. Local community resources (ie, library, parks, outreach centers, etc)
3. Something that shows the area is changing.
4. A picture showing how the school is unique.
5. Art, Dance, Theater, Music opportunities in the school or community
6. An area where kids may gravitate towards.
7. Examples of various homes in the area.
8. Something that surprised you and your group about the area.
9. Local businesses.
10. Any other picture that you and your group would like to add.

These pictures will then be presented to the entire class and your group will provide the leadership for a discussion about your community. One point will be given for the picture in each of the ten categories and an additional 10 points will be given for a discovery statement which will be written individual in class after each group's presentation. Your school group can present in any format! Be creative!

6. Videos 30 points (10 points each) (UETS 1a, 1b, 2a, 2b, 2d, 3a, 3b, 3c, 3d, 3e, 3f, 5e, 6d, 7a, 7b, 7c, 7d, 7e, 7f, 7g, 7h, 8b, 8c, 8d, 8e, 10d, 10e, 10f, 10g)

During the semester, you will be asked to upload 3 videos of yourself teaching management technique which will be discussed during class. Video #1 will be a short 1-2 minute video on attention getting signal/s you use in your classroom. Video #2 will be a short 2-3 minute video showing yourself teaching one of many different types of routines or procedure you use in the classroom. Video #3 is a 3-5 minute video teaching a team building activity.

7. Professionalism/Dispositions 65 Points (UETS 10a, 10b, 10c, 10d, 10e, 10f, 10g)

Because you are in the "professional core" part of your education at the University, professionalism is imperative. While making the transition between a student and a teacher, it is vital to your success that you 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, arriving on time, dressing professionally, handing in assignments, taking notes, attending to the lesson content, offering constructive feedback to peers, displaying positive attitudes 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. You are expected to uphold the same professional standards of a licensed teacher in the State of Utah. You will need to read the Professional Ethics section of your Teacher Candidate Handbook. The Teacher Candidate Handbook can be found at:

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

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

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

Grade Breakdown:

94 - 100% A
90 - 93.99% A-
87 - 89.99% B+
83 - 86.99% B
80 - 82.99% B-
77 - 79.99% C+
73 - 76.99% C
70 - 72.99% C-
On and On.....

*Note: Any grade lower than a C places a teacher candidate from the Elementary Licensure Program on scholastic probation.

Grade Sheet for Teaching and Learning 5310/6310

I DO NOT ACCEPT LATE WORK. For every day an assignment is late, I will take off 10% of the grade.

1. Camera Safari (20 points)
Due: Sept. 17

2. Letter to Parents (20 points)
Due: Oct. 29

3. Student Spotlights (20 points)
Due: Nov. 19

4. Getting to Know Students (40 points)
Due: Oct. 1 and Nov. 19

5. Classroom Management Plan (60 points)
Due: Dec. 3

6. Videos (30 points)
#1 Due: Sept. 24
#2 Due: Oct. 8
#3 Due: Nov. 12

7. Professionalism/Dispositions (65 points)
Due: Always

Total Points:

Grade:

