

A. Course Title: MSIT 4305 CLASSROOM MANAGEMENT

(10-14-05)

B. Catalog Description: This course focuses on principles of classroom organization and management, building classroom rapport, fostering human relations skills, developing preventive approaches to classroom discipline, and using alternative classroom discipline approaches. Taken as part of Professional Block II. Prerequisite: Completion of Block 1.

C. Purpose: The primary purpose of this course is to equip teacher candidates with the knowledge, skills, and dispositions necessary to create and manage a productive learning environment. At the end of the course, teacher candidates should possess effective classroom practices, procedures, and pedagogies that help them to organize, allocate, and manage the resources of time, space, activities, and attention to create a meaningful learning environment for students. The essential question that guides course study and discussion is: *What does it mean to manage a classroom?*

D. Required Texts:

Emmer, E.T., Evertson, C., & Worsham, M.E. (2006). *Classroom management for middle and high school teachers* (7th ed.). Boston: Allyn & Bacon.

Silverman, R., Welty, W., & Lyon, S. (1996). *Case studies for teacher problem solving*. New York: McGraw-Hill. [PRIMIS customized case book]

E. UCA Teacher Preparation Program Summary and Goals: The University of Central Arkansas's education programs establish and maintain rigorous standards for teacher candidates' knowledge and performance to ensure that all students achieve state-adopted learner outcomes. Working from a solid content background, teacher candidates demonstrate proficient and flexible use of different ways of teaching to actively engage all students in learning. Teacher candidates are well versed in the characteristics of students of different ages, abilities and cultural backgrounds. They are skilled in integrating technology into instruction and creating an environment in which all students can be successful and want to learn. Teacher candidates know when and how to assess learning through various forms of traditional and authentic assessments. They are well prepared for successful careers in teaching and are expected to act in a professional manner in all circumstances with students, colleagues, parents/guardians, and community members. As professional educators, teacher candidates value collaboration and seek opportunities to work with other professionals and community members to improve the educational experiences for students. As such, the following goals are our main focus:

1. Teacher candidates design and organize instruction and assessment procedures for all students based on a thorough knowledge of subject matter, pedagogy, and students.
2. Teacher candidates use appropriate, effective classroom practices, procedures, and pedagogies to create and manage a productive learning environment.
3. Teacher candidates demonstrate strong communication skills, employ effective teaching strategies and methodologies, integrate technology into instruction, and use a variety of assessment measures.
4. Teacher candidates reflect on their instruction and student learning to assess their effectiveness, engage in professional development, and demonstrate ethical conduct in working with all constituencies--students, colleagues, parents/guardians, and community members.

How does "Classroom Management" address the PEU's Conceptual Framework vision of preparing Educators as Reflective Decision-Makers?

This course is designed to equip teacher candidates with the knowledge, skills, and dispositions to create a classroom environment conducive to learning. Through case discussions and field experience reflections, teacher candidates will achieve the goal of becoming reflective decision-makers. Candidates will apply Pathwise Observation System criteria in the analyses of classroom situations. Course activities will include role-playing, readings, and cooperative learning tasks designed to enhance candidates' reflective decision-making skills. Two performance-based assessments will be evaluated using rubrics based upon the UCA Teacher Performance Outcomes Assessment (TPOA) Instrument. Primarily, program goals 1 (Domain A) and 2 (Domain B) will be emphasized in these performances and other course assignments.

Targeted Dispositions and Attitudes (correlated with UCA TPOA):

- Assume responsibility for establishing and maintaining a positive classroom climate; (D2)

- Value self-responsibility and intrinsic motivation on the part of students; (B1, B2)
- Appreciate individual student strengths and needs;(C4)
- Recognize the importance of communication & collaboration with colleagues, students, and families; (D3, D4) and
- Seek practices that address individual student needs. (D6)

F. Use of Technology: Teacher candidates are expected to utilize educational technology in a variety of ways during the course. Opportunities to communicate with the instructor via electronic mail will be provided. Teacher candidates should integrate technology into their microteaching assignment design and use appropriate Internet sources to develop their first day plan. The instructor will share relevant websites for candidates' use (e.g., [www. teachingtolerance.org](http://www.teachingtolerance.org)). As teacher candidates acquire skills to document student accountability, they should investigate electronic grade book programs.

G. Diversity: This course will help teacher candidates create an effective learning environment for all students. An emphasis will be placed upon respect for differences and individualized solutions. Concepts of fairness and flexibility will be stressed. Teacher candidates will encounter diverse populations through case studies as well as through field placements, and they will report on their experiences through field assignments.

H. Course Goals and Objectives:

1. Candidates will design a classroom that is physically safe, well organized, and conducive to learning. (UCA TPOA: B5)

Candidates will

- ◆ Identify and apply the criteria of visibility, accessibility, and distractibility to classroom design.
- ◆ Evaluate the effectiveness of various classroom layouts.
- ◆ Describe the physical environment's impact upon learning.

2. Candidates will allocate instructional time, implement preventive strategies, and establish classroom procedures to promote optimal learning. (UCA TPOA: C5)

Candidates will

- ◆ Make decisions about instructional time and transitions.
- ◆ Analyze case studies using Kounin's concepts.
- ◆ Create a set of meaningful classroom procedures and routines.

3. Candidates will develop fair rules and consequences that promote student responsibility. (UCA TPOA: B1 & B4)

Candidates will

- ◆ Establish effective classroom rules.
- ◆ Design consequences that promote student responsibility.
- ◆ Evaluate case studies for behavior standards.

4. Candidates will form positive relationships with students and their families based upon respect. (UCA TPOA: B2 & D4)

Candidates will

- ◆ Use strategies that build rapport with students.
- ◆ Articulate communication principles for interaction with families.

5. Candidates will communicate challenging expectations and enforce consistent standards. (UCA TPOA: B3 & B4)

Candidates will

- ◆ Design assignments that are challenging and clearly explained.
- ◆ Respond to various classroom scenarios.

6. Candidates will demonstrate an understanding of positive intervention strategies in response to various classroom dilemmas. (UCA TPOA: B1, B2, B4, & C4)

Candidates will

- ◆ Draw connections between theory and practice through case analyses.
- ◆ Analyze factors that contribute to a well-managed learning environment.

I. Course Outline:

1. The meaning of classroom management [Course Goals #1-6]

- Research principles & myths
 - Classroom properties (Doyle)
 - Reasons for misbehavior & management goals (Mendler & Curwin)
- 2. Classroom layout and design [Course Goal #1]**
 - Environmental effects
 - “Action” zone
 - Visibility, accessibility, & distractibility
 - Room arrangement for safety
 - 3. Decisions about time [Course Goal #2]**
 - Allocated time vs. academic learning time
 - Sponge activities
 - Minimizing transition time
 - 4. Kounin’s management concepts [Course Goal #2]**
 - Withitness
 - Overlapping
 - Momentum
 - Smoothness
 - Desist strategies
 - Group alerting
 - 5. Consistent behavior standards [Course Goal # 3]**
 - Steps for rule formulation
 - Criteria for effective rules
 - Developing classroom procedures
 - Designing consequences
 - 6. First Day strategies [Course Goal # 3]**
 - Vision for learning
 - Planning for the school year
 - Handling administrative tasks
 - 7. Classroom climate [Course Goal # 4]**
 - Building rapport with students
 - Avoiding punitive discipline
 - Maintaining a positive learning environment
 - Fairness & equity
 - Teacher expectations
 - 8. Ways to motivate students [Course Goal # 4]**
 - Care
 - Choice
 - Challenge
 - 9. Designing an accountability system [Course Goal #5]**
 - Instructional alignment
 - Monitoring and feedback
 - Clarity of directions
 - H.O.T. (higher order thinking) assignments
 - Types of homework
 - 10. Positive intervention strategies [Course Goal #6]**
 - Managing cooperative learning
 - Maintaining consistency
 - Using proximity, privacy, & eye contact (PEP)
 - Using extinction
 - Sending I-messages
 - Creating assertive responses
 - Understanding goals of misbehavior (Dreikurs)
 - Defusing power struggles
 - Holding student conferences
 - Communicating with parents/guardians

J. Field Experience Requirements: A minimum of ten (10) hours of experiences is required. Placements will be made in a middle or secondary level classroom. Successful completion of field experience hours and assignments is required for course credit. A written field report about various classroom management concepts is required. (See “Field Experiences” sheet.)

K. Course Outcomes and Evaluation: In accordance with NCATE (National Council for the Accreditation of Teacher Education) Standards, multiple forms of assessment are used with an emphasis upon performance—what teacher candidates can do. Moreover, the assignments and activities of this course contribute to the overarching theme of UCA teacher education programs, i.e., “Educators as Reflective Decision Makers.” Educators who are reflective decision makers exhibit the following habits of mind:

- 1) Think systematically about their practice;
- 2) Engage in self-assessment of their effectiveness; and
- 3) Examine the consequences of actions & identify alternative possibilities.

Teacher candidates will have the opportunity to develop and to exhibit these qualities through various course requirements and assessments. Planning and Preparation (Domain A) and The Classroom Environment (Domain B) will be the major evaluation emphases. Candidates’ performance will be assessed through case response papers, a microteaching presentation, and a management plan for the first day of school. The rubrics for these performance assessments are based upon the UCA Teacher Performance Outcomes Assessment Instrument. Self-evaluation by candidates will also be an expected part of the evaluation process. Knowledge of course content will be assessed by at least two criterion-referenced tests consisting of objective items (multiple choice, true-false, and matching) and essay items.

The components and relative weights of each will be as follows:

| | |
|--|--------------------|
| ◆ Case Response Papers (20% weight) | 3 @ 25 points each |
| ◆ Microteaching Assignment (25% weight) | 1 @ 100 points |
| ◆ First Day Management Plan (25% weight) | 1 @ 100 points |
| ◆ Tests (25% weight) | 2 @ 50 points each |
| ◆ Field Report (5% weight) | 1 @ 25 points |

Note: Ten percent of the point value for each day late will be deducted for late work.

Final grades will be determined according to the following grading scale:

A: 90–100; B: 80-89; C: 70-79; D: 60-69; F: Below 60

L. Attendance Policy: Teacher candidates are expected to exhibit a high degree of professionalism as reflected in their speech, manner, and dress. Prompt and consistent attendance is an essential dimension of professional behavior. Candidates will be expected to attend all class meetings and all scheduled observations in the public schools. Absences should be only in the case of illness or emergencies. For unavoidable absences, proper notification is expected as well as plans to make-up the time and work. Unprofessional conduct relative to attendance will result in a conference with the instructor. Continued disregard for professional expectations will result in the candidate being asked to drop the course.

M. Student Handbook Policies: Candidates are expected to follow all policies regarding academic dishonesty, sexual harassment, and academic issues as outlined in the current *UCA Student Handbook*. Candidates should familiarize themselves with all policies included in the *Handbook*.

Plagiarism is the presentation of another person’s work, ideas, or expressions whether you do so intentionally or as a result of careless documentation. It is a serious violation and carries severe penalties - failure on the assignment or in the course. Please consult the instructor if you have any questions concerning what constitutes plagiarism.

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act, please contact the UCA Office of Disability Services at 450-3135.

N. Bibliography:

- Albert, L. (1996). *Cooperative discipline*. Circle Pines, MN: American Guidance Service.
- Brophy, J. E. (1998). *Motivating students to learn*. Boston: McGraw Hill.
- Charles, C.M. (1992). *Building classroom discipline*. New York: Longman.
- Curwin, R. & Mendler, A. (1989). *Discipline with dignity*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Evertson, C.M., & Harris, A.H. (1992). What we know about managing classrooms. *Educational Leadership*, 49(7), 74-78.
- Good, T.L., & Brophy, J.E. (1994). *Looking in classrooms* (6th ed.). New York: Harper Collins.
- Jones, V.F., & Jones, L.S. (1995). *Comprehensive classroom management*. Boston: Allyn and Bacon.
- Kohn, A. (1996). *Beyond discipline: From compliance to community*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Kounin, J. (1970). *Discipline and group management in classrooms*. New York: Holt, Rinehart, & Winston.
- Levin, J., & Nolan, J. (2000). *Principles of classroom management: A professional decision-making model*. Boston: Allyn & Bacon.
- Mendler, A., & Curwin, R. (1999). *Discipline with dignity for challenging youth*. Bloomington, IN: National Educational Service.
- Powell, R., McLaughlin, H.J., Savage, T., & Zehm, S. (2001). *Classroom management: Perspectives on the social curriculum*. Columbus, OH: Merrill.
- Weinstein, C.S. (1996). *Secondary classroom management: Lessons from research and practice*. New York: McGraw Hill.

MSIT 4305 Field Experiences

Your field experiences should help you learn more about what it means to create an environment for student learning. In writing about your field experiences, you should demonstrate your ability to reflect upon these experiences by making connections between your observations and course concepts. Cite evidence (i.e., give specific examples) to support your reflective responses.

At the completion of your classroom placement, a reflective field report is due. This report should address the five topics below:

- #1 How is this classroom *safe and conducive to learning*? What changes would you suggest? (B5)
- #2 Relative to transitions and procedures, in what ways is *time maximized for learning*? What routines will you use in your classroom to assure smoothness and on-task behavior? (C5)
- #3 Without asking your mentor teacher, what *rules and consequences* has he/she established and how consistently are they enforced? How might you modify these for your own classroom? (B4)
- #4 How is *rappor*t evident between the teacher and students? In what ways does the teacher practice and promote *fairness*? (B1, B2)
- #5 What motivational methods does the teacher employ? How does the teacher communicate *challenging expectations* and help students to *extend their thinking*? (B3, C3)
- #6 (This topic may be substituted for any one of the above five.)
If you are able to teach a lesson or conduct a classroom activity, describe this experience and evaluate your effectiveness. (D1, D2)

Successful completion of field experience hours and assignments is required for course credit. Grading criteria for the written report include: specificity, depth of thought, personalized meaning, suggestions for improvement (alternative strategies), and use of evidence to support judgments.

Making an Assignment: Performance Assessment

Each teacher candidate will create an assignment in his or her subject field. In a **microteaching** setting, the teacher candidate will deliver this assignment in a ten-minute session. Based upon selected, related dimensions of the UCA Teacher Performance Outcomes Assessment instrument, the criteria for evaluation are outlined below. More specifically, the teacher candidate . . .

- ___ ♦ Selects instructional goals appropriate for the content and students (A2)
- ___ ♦ Aligns student assessment with learning goals (A5)
- ___ ♦ Creates an environment of respect and rapport (B2)
- ___ ♦ Communicates challenging learning expectations (B3)
- ___ ♦ Communicates learning goals and instructional procedures (C1)
- ___ ♦ Makes content comprehensible to students (C2)
- ___ ♦ Communicates clearly and accurately (C6)
- ___ ♦ Integrates technology into instruction (C7)
- ___ ♦ Projects a professional demeanor (D7)
- ___ ♦ Reflects on teaching (D1) (Written self-evaluation following the microteaching)

For each criterion, **U** (unsatisfactory), **B** (basic), **P** (proficient) and **D** (distinguished, accomplished) will be used. See the UCA Teacher Performance Outcomes Assessment Instrument for specific descriptions of each level for each criterion. For course grading purposes, an overall score based upon 100 points will be assigned. (See the attached questions.)

Managing the First Day of School: Performance Assessment

Each teacher candidate will develop a thorough plan for his or her first day in the classroom. This **written plan** will be designed for a fifty-minute class period. Based upon selected, related dimensions of the UCA Teacher Performance Outcomes Assessment instrument, the criteria for evaluation are outlined below. More specifically, the teacher candidate . . .

- ___ ♦ Demonstrates knowledge of students (A1)
- ___ ♦ Selects instructional goals appropriate for lesson and students (A2)
- ___ ♦ Demonstrates knowledge of pedagogy by using appropriate instructional methods and learning activities, appropriate materials and resources (A4)
- ___ ♦ Assesses student learning by planning assessments appropriate for students and aligned with learning goals (A5)
- ___ ♦ Creates an environment that promotes fairness (B1)
- ___ ♦ Creates an environment of respect and rapport (B2)
- ___ ♦ Communicates challenging learning expectations (B3)
- ___ ♦ Establishes and maintains consistent standards of behavior (B4)
- ___ ♦ Organizes physical space for maximum learning and safety (B5)
- ___ ♦ Uses instructional time effectively (C5)
- ___ ♦ Communicates with families and communities (D4)

For each criterion, **U** (unsatisfactory), **B** (basic), **P** (proficient) and **D** (distinguished, accomplished) will be used. See the UCA Teacher Performance Outcomes Assessment Instrument for specific descriptions of each level for each criterion. For course grading purposes, an overall score based upon 100 points will be assigned. (See the attached questions.)

Managing the First Day of School: Performance Assessment Rubric

The teacher candidate . . .

- ___ ♦ **Demonstrates knowledge of students (A1) [10 points]**

How well does the candidate use knowledge of adolescents' needs & interests in planning for the first day? In what way(s) does the candidate gather information from students?

- ___ ◆ **Selects instructional goals appropriate for lesson and students (A2) [10 pts.]**
Does the candidate formulate goals for the course that are suitable for the level of students and the subject area? Are these goals (or outcomes) communicated effectively to students?
- ___ ◆ **Demonstrates knowledge of pedagogy by using appropriate instructional methods and learning activities, appropriate materials and resources (A4) [10 points]**
How much variety in methods, materials, activities and resources is evident? In what ways does the candidate engage the students in meaningful learning (e.g., is a content-related activity provided)?
- ___ ◆ **Assesses student learning by planning assessments appropriate for students and aligned with learning goals (A5) [10 points]**
Has the candidate developed an accountability (assessment) system that is aligned with goals? Is it communicated effectively to students?
- ___ ◆ **Creates an environment that promotes fairness (B1) [5 points]**
Does the candidate convey a fair attitude that all students are important?
- ___ ◆ **Creates an environment of respect and rapport (B2) [10 points]**
Does the candidate establish rapport with students through a self-introduction, a positive feeling tone, and sensitivity to student diversity?
- ___ ◆ **Communicates challenging learning expectations (B3) [5 points]**
How frequently does the candidate express high expectations for students? In what ways does the candidate reinforce student responsibility?
- ___ ◆ **Establishes and maintains consistent standards of behavior (B4) [15 points]**
How well does the candidate establish clear standards of behavior? Are rules and consequences explained? Are they appropriate for the students & course?
- ___ ◆ **Organizes physical space for maximum learning and safety (B5) [10 points]**
Does the candidate set up the classroom space to maximize student learning?
- ___ ◆ **Uses instructional time effectively (C5) [10 points]**
Does the candidate plan smooth transitions? Is there evidence of overlapping, group alerting, momentum, and no wasted time?
- ___ ◆ **Communicates with families and communities (D4) [5 points]**
How effectively (in a professional manner) does the candidate communicate with students' families?

Making an Assignment: Performance Assessment Rubric

The teacher candidate . . .

- ___ ◆ **Selects instructional goals appropriate for the content & students (A2) [5 pts]**
Is the assignment appropriate for the grade level and subject area? Does it create interest or capitalize on student interest (relevancy)?
- ___ ◆ **Aligns student assessment with learning goals (A5) [10 points]**
How well does the assignment align with its purposes? Are grading criteria clearly specified?
- ___ ◆ **Creates an environment of respect and rapport (B2) [5 points]**
Does the candidate reflect a sense of caring and warmth? Does he/she maintain suitable eye contact? Does he/she demonstrate respect for cultural differences?
- ___ ◆ **Communicates challenging learning expectations (B3) [10 points]**

To what extent does the assignment promote H.O.T.? Does the candidate hold high expectations for students and express confidence in students' ability?

___ ♦ **Communicates learning goals & instructional procedures (C1) [10 points]**

Is the rationale for the assignment clearly stated? Are all details/directions communicated effectively?

___ ♦ **Makes content comprehensible to students (C2) [15 points]**

Does the candidate use questioning techniques (CFU) to encourage participation? Is the explanation paced for easy understanding and logically sequenced? Does the candidate project enthusiasm for the assignment?

___ ♦ **Communicates clearly and accurately (C6) [15 points]**

Are there no errors (oral or written)? Does the candidate use vocal variety? Are verbal fillers absent?

___ ♦ **Integrates technology into instruction (C7) [10 points]**

Does the candidate meaningfully use technology during teaching and/or to prepare the assignment?

___ ♦ **Projects a professional demeanor (D7) [10 points]**

Does the candidate's dress, attitude, & behavior project professionalism? Does the candidate use resources effectively to foster student learning?

___ ♦ **Reflects on teaching (D1) (Written self-evaluation following the microteaching) [10 points]**

How accurately does the candidate examine his/her own performance? Does the candidate make specific suggestions and/or offer alternate strategies?

Field Mentor Diversity Information and Class Profile Undergraduate Form

Undergraduate Candidates are required to complete this form and enter this information into your Candidate Account Manager (CAM) account for each course with a field component. This information is for data purposes only. Complete the data that applies to your particular field assignment.

Program or Major _____
Candidate's Name _____ UCA ID _____
Course Prefix, Number and Name _____
Field Mentor _____ School/Setting _____
Grade(s)/Age(s) _____ Subject(s) _____ Date _____

Mentor Diversity Information

| | |
|---|---------------------------------|
| Race: | Gender: |
| <input type="checkbox"/> African American or Black non-Hispanic | <input type="checkbox"/> Male |
| <input type="checkbox"/> Asian, Asian American, or Pacific Islander | <input type="checkbox"/> Female |
| <input type="checkbox"/> Hispanic | |
| <input type="checkbox"/> Native American, Inuit, Aleut | |
| <input type="checkbox"/> White, non-Hispanic | |

Class Profile

The answers require actual numbers in each category.

1. How many students are in the class/setting? (Provide the information for either a single student/small group/class – whatever applies to the field setting.)
 male
 female

2. What is the age range of students? _____

3. Approximately how many students are in each of the following **language** categories?
 English language proficient
 Limited English proficient

4. Approximately how many students have the following **exceptionalities**?
 visual impairment
 hearing impairment
 developmental disability
 emotional or behavior disability
 gifted
 learning disability
 physical disability
 ADD/ADHD
 other (please specify) _____

5. With respect to the following categories, how would you describe your students?
 African American or Black non-Hispanic
 Asian, Asian American, or Pacific Islander
 Mexican American or Chicano
 Native American, Inuit, Aleut
 Puerto Rican
 Other Hispanic
 White, non-Hispanic
 Mixed Race
 other (please specify) _____