COURSE SYLLABUS
EDUC 3363
Fall 2021


**Managing Classrooms and Behavior in the School Setting**


**Semester:** Fall 2021
**Time:** 9:30 a.m. – 10:55 p.m.
**Days:** Mondays and Wednesdays
**Location:** COB 103

**Instructor Information:  Staci Zolkoski, Ph.D.**
**Office**: BEP 241
Office Hours: Monday 11:30 a.m. – 1:00 p.m., Tuesday 10:00 – 12:30 p.m., and other days by appointment
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**Course Catalog Description:** Designed to provide pre-service elementary teachers with the opportunity to acquire advanced skills for effective planning, implementing, and evaluating instruction. It will also present strategies available for management, communication, and discipline at the introductory level. Prerequisites: EDUC 3220, ELED 4312, READ 4360, READ 4364, EDEC 4385. Co-requisites: ELED 4313, ELED 4314, EDFB 3348, EDSP 4269, READ 4366.

**Student Learning Outcomes and Assessments**:

1.  Demonstrate an understanding of factors contributing to the diverse needs of students in the classroom.

2.  Promote student learning by providing effective classroom management.

3.  Develop a classroom management system based on positive behavior interventions and supports (PBIS).


| **Course Objectives** | **Activities** | **Assessment (Including Performance-Based)** | **Standards Alignment** |
|---|---|---|---|
| Identify strategies of discipline and management that are appropriate to accommodate diverse learners. | Textbook readings<br><br>PBIS strategies<br><br>Large and small group discussions | Peer and instructor feedback<br><br>In-class activities<br><br>Online activities | **TES:** 1(C)(i)(ii), 4(A)(iii)<br><br>**INTASC:** 2, 5 |

| | Book reviews | Portfolio<br><br>Exam | |
|---|---|---|---|
| Demonstrate an understanding of youth violence and school safety. | Article readings<br><br>Large and small group discussions<br><br>Anti-bullying Presentations | Peer and instructor feedback<br><br>In-class activities<br><br>Presentation | **TES :** 4(A)(ii)(iii)<br><br>**INTASC** : 3 |
| Demonstrate an understanding of classroom management concepts that facilitate learning during lesson implementation. | Textbook and article readings<br><br>Large and small group discussions<br><br>PBIS strategies<br><br>Book reviews<br><br>Online activities<br><br>In-class activities | Peer and instructor feedback<br><br>In-class activities<br><br>Online activities<br><br>Exam<br><br>Philosophy of becoming an effective teacher<br><br>Portfolio | **TES:** 1(A)(ii), 1(C)(i), 1(D)(i)(iii), 3(A)(iii)<br><br>**INTASC**: 4, 5 |
| Assess student behavior in a functional learning environment to identity behaviors that interfere with learning. | PBIS strategies<br><br>Textbook and article readings<br><br>Large and small group discussions<br><br>FBA activities<br><br>Online activities | Peer and instructor feedback<br><br>In-class activities<br><br>Online activities<br><br>Exam<br><br>FBA activities<br><br>Portfolio | **TES:** 5(A)(ii), 5(C)(i)(ii)<br><br>**INTASC**: 6 |
| Develop and implement behavior change objectives to decrease behaviors that interfere with learning. | PBIS strategies<br><br>Textbook and article readings<br><br>Large and small group discussions<br><br>FBA activities | Peer and instructor feedback<br><br>In-class activities<br><br>Online activities<br><br>Exam<br><br>FBA activities | **TES:** 2(C)(iii), 5(A)(ii), 5(C)(i), 5(D)(i)<br><br>**INTASC**: 1, 2, 6 |

| | Online activities | Portfolio | |
|---|---|---|---|
| Demonstrate appropriate methods to task analyze goals and objectives to support effective approaches and strategies for students with a wide range of diverse needs. | PBIS strategies<br><br>Textbook and article readings<br><br>In-class activities<br><br>Online activities<br><br>FBA activities<br><br>Large and small group discussions | Peer and instructor feedback<br><br>In-class activities<br><br>Online activities<br><br>Exam<br><br>Portfolio | **TES:** 2(B)(ii), 5(A)(ii), 5(C)(i), 5(D)(i)<br><br>**INTASC**: 1, 2, 6, 7 |
| Identify and implement ways to modify curricula, materials, and the environment to accommodate individual differences. | Textbook and article readings<br><br>Examination of IEPs and FBAs<br><br>In-class activities<br><br>Online activities<br><br>Large and small group discussions | Peer and instructor feedback<br><br>IEP and FBA activities<br><br>In-class activities<br><br>Online activities<br><br>Exam<br><br>Portfolio | **TES:** 1(C)(i), 2(B)(i), 5(A)(ii), 5(C)(i), 5(D)(i)(ii)<br><br>**INTASC**: 2, 3, 7 |
| Structure and support learning environments through application of effective classroom management strategies (e.g., behavioral control, positive discipline, self-management strategies). Demonstrate understanding of behavioral techniques to manage learning effectively (a) with a variety of students and situations, (b) to increase learner active participation and (c) that demonstrate development of collaborative learning environments. | PBIS strategies<br><br>Textbook and article readings<br><br>In-class activities<br><br>Online activities<br><br>Large and small group discussions | Peer and instructor feedback<br><br>In-class activities<br><br>Online activities<br><br>Exam<br><br>Philosophy of becoming an effective teacher<br><br>Portfolio | **TES:** 2(C)(iii), 4(A)(i)(ii)(iii), 4(C)(i)(ii)(iii), 4(D)(i)(iii)<br><br>**INTASC**: 3, 5, 10 |

| | Whole and small group discussions | Peer and instructor feedback | **TES:** 4(D)(iv), 6(B)(ii)(iii) |
|---|---|---|---|
| Exhibit an awareness of factors affecting collaborative relationships between teachers and families, particularly cultural factors, and the potential impact of family and environmental factors on student behavior. | Book reviews | Exam | **INTASC**: 10 |
| | Textbook and article readings | Philosophy of becoming an effective teacher | |
| | In-class activities | | |
| | Online activities | Portfolio | |

**Evaluation and Grading:**

**1. Class Participation**

This course is designed as a hybrid course with both face-to-face and online meeting dates. These dates are flexible and may be adjusted to accommodate course objectives. Face-to-face classes begin promptly at 9:30 AM. **In order to receive all participation points for each class, you are expected to participate in class discussions and leave you electronic devices in your backpack/purse during class time.**

We will all need to be flexible with our schedules due to COVID. There may be a point in the semester where we will be online, but the expectation will be for you to be present during our class time via zoom conference. Please keep our scheduled days (i.e., Monday and Wednesday) available from 9:30 a.m. – 10:55 a.m. each week.

**Important Covid-19 Information for Classrooms and Laboratories**

Please visit https://www.uttyler.edu/coronavirus/ for the most current information on Covid guidelines. The UT Tyler community of Patriots views adoption of these practices consistent with its Honor Code and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

**Recording of Class Sessions**

Class sessions **may** be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

**2. Evaluation:**

**Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including class activities, assignments, and exams.**

**Assignments**                          **Maximum Points**

1. Video Reflections                  50 points
2. TBSI                               30 points
3. Independent Readings              50 points (25 points per book reflection)
4. Anti-bullying Assignment          50 points
5. Exam                              50 points
6. Classroom Management Portfolio    25 points (Portfolio will count as final)
7. In-Class and Online Activities    615 points
8. Research Pool                     30 points

**Grading:**
A = 90-100% of total points
B = 80-89% of total points
C = 70-79% of total points
D = 60-69% of total points
F = 59% or below of total points

==**The last day to withdraw from courses is Monday, November 1st.**==

**3. Teaching Strategies**: Strategies utilized in the delivery of the course will include lecture, class discussion, group collaboration, Zoom conferences, application activities, and various readings, and assignments.

**4. Required Text, Materials/Supplies, and Related Readings**:

- *First Days of School* (Wong, 2018) IBSN 9780976423386

- *Teaching with Love and Logic: Taking Control of the Classroom* (Fay & Fay, 2016) ISBN978-1-942105-23-7

- *Because of Mr. Terupt* (Rob Buyea, 2010). ISBN-13 : 978-0385738828

- *Joey Pigza Swallowed the Key (*Jack Gantos, 2000). ISBN 9781250061683

*A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook May also be available from an independent retailer, including an online retailer.*

### Bibliography

Darling-Hammond, L, & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world. What teachers should learn and be able to do.* San Francisco, CA: Jossey- Bass.

Greenberg, M. T., Weissberg, R. P., Utne O'Brien, M., Zins, J. E., Fredericks, L., Resnik, H., Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychological Association, 58*(6/7), 466-474. doi: 10.1037/0003-066X.58.6-7.466

Tomlinson, C.A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd edition). Alexandria, VA: ASCD.

### 5. Additional Information:

You will enroll in the following:

a) **Pathbrite ([www.pathbrite.com](www.pathbrite.com)).** You will use this site to create an online portfolio of classroom management. This portfolio will count as your final exam. ***Your Pathbrite link must be viewable. If I am unable to view your portfolio, you will automatically receive a zero for your final project.***

b) **Research Pool Requirement:** Students enrolled in specified SOE courses must fulfill a research pool requirement each semester. The research requirement for these courses can be satisfied in one of two ways. First, students can satisfy the research pool requirement by volunteering to participate in approved research studies offered by the School of Education (3 credits). Alternatively, students can satisfy the research pool requirement by completing alternative assignments equal in time and effort to the research opportunities.

### 6. Course Policies and Guidelines:

a. **Laptops, iPads, and Cell Phones:** All electronic devices need to be set to silent mode and put away during class time. **Participation points will be taken away for those who do not comply.** Laptops and iPads may be used for class activities ONLY.

b. **Assignment Submission:**
   For written assignments a "page" is defined as:
   - 8½" x 11" paper
   - Times New Roman or Arial 12-point font
   - Double-spaced (unless otherwise directed)
   - 1-inch margin on all sides.
   - Put page numbers on the top right-hand side.
   - Put the title of the assignment, centered at the top of your paper.
   - For all assignments submitted in Canvas, your name, date, class number, or any other information should NOT be included.
   - **Upload written assignments on the Canvas website under the assignment tab**

   **Papers that do not meet these specifications will not be accepted.** With respect to format and style, your paper should conform to the above standards for all work submitted via canvas.

c. **Late work:** It is expected that assignments and projects be submitted on time. **An assignment will be considered late if it is not turned in the day it is due.** You may turn in your assignment early. Late assignments are not accepted unless **prior arrangements have been made with the instructor**. Assignments and due dates are posted in Canvas.

d. **Attendance:** A student will not be able to do well in the class without prompt and regular attendance. The attendance policy recommended by the University is followed in this course. You are expected to attend every scheduled synchronous zoom and face-to-face class meetings. Course objectives and performance outcomes cannot be met unless you attend class and participate in class activities. **Points for in class activities are given only to those in class.** If you are absent for an extended period of time, you should make arrangements to explore options such as retaking the course or taking an incomplete grade. If you miss more than two in-class periods, you will need to make an appointment with the instructor for a possible *Disposition Conference*.

e. **Zoom etiquette:** During any zoom sessions, you will need to be on time and have your video on. You will need to be an active participant in the class by listening (focused on class content and not on other things) and answering questions. Please make sure you are in a quiet area. You will need to make sure you are in an area where you have a stable internet connection. Class participation points can be deducted for not following zoom etiquette.

f. **You are responsible** for all information given in class, online, and in the syllabus.

g.  **Read chapters assigned from course text prior to each class meeting.**
    You are responsible for this information on tests as well as during class participation.

h.  **Criteria for all assignments** will be available in class and posted online unless otherwise notified by the instructor.

    **Canvas:** Students will access class notes, assignments, grades, and course information through Canvas.  Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas.  Students are expected to regularly check Canvas for updates and to download any class handouts.

i.  *Plagiarism.* Students need to use their own words when completing all assignments. A zero will be given for any assignment that is detected as being plagiarized. Students are subjected to a disposition or a failing grade in the course.

    *Unicheck is a tool that will be used to check a document for plagiarism. The tool provides feedback as to whether or not the text in a document is a close match with other documents on the Internet, in journal databases, and submitted to Canvas. If a student is caught plagiarizing, a grade of zero will be given as well as a disposition for cheating. Once you submit an assignment, you will get a report where you can see plagiarism detection and grammatical errors.*

j.  **Dispositions -** All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the U.T. Tyler School of Education Dispositions. These dispositions are listed at the following website:
    **http://www.uttyler.edu/education/documents/Dispositions.pdf**


*Changes to this syllabus may be made at the discretion of the instructor--It is the student's responsibility to keep up with these changes.*


3363 Fall 2021 Schedule

**The schedule will be posted the first day of classes.**

# COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

**Vision:** The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

**Mission:** The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.


# UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

**Texas Education Standards**: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

Access the Code of Ethics and Standard Practices for Texas Educators.