

**EDUC 4335.001**  
**Classroom Management Fall 2020**

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**OFFICE HOURS:** Monday; 9:00-11:00- Wednesday; 1:00-2:00  
 Other days and times by appointment only.

**CLASS MEETINGS:** ON-LINE

**Catalog Description:** This course advances secondary/all-level students' understanding of strategies for classroom management in the secondary/all-level classroom.

**Student Learning Objectives:** In this course, the student will:

1. Examine how teachers mesh student experiences and backgrounds into effective teaching and learning environments.
2. Explore characteristics of safe and accessible learning environments
3. Investigate classroom procedures and routines found in effective teaching and learning environments.
4. Examine the influence of student engagement and motivation on student learning and behavior.
5. Explore effective classroom discipline plans.
6. Examine effective strategies for dealing with difficult student behaviors, personalities, and circumstances.
7. Examine effective documentation strategies for classroom management and discipline

**Standards Matrix:**

<b>Topic/Objective</b>	<b>Activities</b>	<b>Assessment (including performance- based)</b>	<b>Standards Alignment</b>
Analyze and create a classroom environment for effect classroom management that promotes learning for all students.	Group activities  Small group discussions	Observation  Graphic design rubric Written responses	<b>TES:</b> 4(A)(iii),B(i)(ii)  <b>ISTE:</b> 5B  <b>INTASC:</b> 3
Recognize the importance of classroom routines and procedures for effective classroom discipline and learning.	Open-ended class activities  Class discussions	Written responses  Quizzes	<b>TES:</b> 4(C) (i)(ii) (iii), 6(D)(ii)  <b>INTASC:</b> 3

Analyze how demographics effect the teaching and learning environment.	Group discussions In class Activities	Quizzes Observation Written assignment	<b>TES:</b> 4 (A) (i)(ii) (iii) <b>INTASC:</b> 1 & 2 <b>ISTE:</b> 5a,5c
Research and create effective classroom discipline plans.	Behavior contract Group activities Written responses	Written responses Observation Quizzes	<b>TES:</b> 4(A)(iii), 4 (C) (i) <b>INTASC:</b> 3
Research and analyze the importance of differentiate instruction for effective student learning.	Class activities Critically analyze and develop a lesson plan Group discussion	Observation Written responses	<b>TES:</b> 1 (B) (ii), D (i), 2(B)(ii) <b>INTASC:</b> 1&2

### Course Topics Overview

- What is classroom management? How is it different than classroom discipline?
- Research associated with classroom management
- Understanding adolescents and classroom management
- Creating safe and effective learning environments
- Establishing sound classroom routines and procedures
- Developing an effective discipline plan
- Using technology to assist in classroom management
- Working with difficult and challenging students
- Developing a documentation plan for classroom management
- Effective strategies for student behavior, motivation, and persistence

### Textbook:

Smith, R. (2004). *Conscious classroom management: Unlocking the secrets of great teaching*. San Rafael, CA: Conscious Teaching Publications.  
ISBN:1-889236-50-0

### 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

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., Sugai, G. (2006). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children*, 31(3), 351-380.

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

### Course Requirements

- |  |              |
|--|--------------|
| • Discussion Board (3 @ 10 points)             | ( 30 points) |
| • Classroom environment assignment             | (75 points)  |
| • Classroom routines and procedures assignment | (100 points) |
| • Classroom rules and consequences assignment  | (100 points) |
| • Understanding school demographics assignment | (100 point)  |
| • Differentiated Lesson Plan                   | (75 points)  |
| • Field Experience Electronic Portfolio        | (25 points)  |
| • Online Chapter assignments 5@10              | (50 points)  |
| <b>TOTAL possible points:</b>                  | <b>555</b>   |

### Grading Scale

A = 90 – 100  
B = 80 – 89.9  
C = 70 – 79.9  
D = 60 – 69.9  
F – below 59.9

### Turn Around Time for Grading:

- Online quizzes and activities: One week
- In-Class Activities-One week

It is my policy not to discuss grades via email. If you need to discuss grade issues, please visit with me in my office.

**\*Last Day to Withdraw from Courses: November 2**

## **COURSE POLICIES:**

**Participation** - I view participation as being critical to the success of any course. I also view college students as adults who are entitled to make choices regarding their actions. I expect students to complete all assignments, whether graded or not, and to participate in all group discussion sessions. ***Lack of participation and engagement is class is noted as non-attendance.***

**Out of Class Written Assignments** - Specific requirements and guidelines for the research proposal will be distributed separately. In all cases, written assignments are expected to represent graduate quality work and to meet the following minimal criteria:

1. On Time
2. Word-processed, double-spaced
3. Free of typographical errors
4. Content worthy of a graduate student

**Code of Conduct** – I expect students in this course to conduct themselves as university students of graduate standing. I expect students to participate online and in online collaborative activities. I expect students to meet assigned deadlines. I expect students to behave in an academically honest manner. I reserve the right to penalize students who violate class policies.

**Attendance Policy:** Attendance is essential. Points are earned through on-line discussions and collaboration via zoom. Please refer to the link on Dispositions:

<http://www.uttyler.edu/education/documents/Dispositions.pdf>

## **WRITTEN ASSIGNMENTS:**

- All written assignments are to be completed in Microsoft Word and submitted in a timely manner. Deadlines are listed in the Modules section within Canvas.
- Please note that all written assignments must be submitted by midnight Central Standard Time on the due date.
- Prepare your assignment using Microsoft Word. Name your assignment with YOUR NAME and the assignment.
- All written assignments should be submitted through the assignment link available in Canvas. If your web connection is down for some reason, please contact me by phone to make arrangements to get the assignment submitted within the posted time constraints
- Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work.
- Late assignments will receive point reductions.

### **Email:**

To communicate by email within the course with other participants or all participants, click the Communications link on the left side of the Canvas frame. Click Send E-mail to send a message. You are able to send messages to All Users or Select Users in the course, including the instructor.

My email address is [pgilpin@uttyler.edu](mailto:pgilpin@uttyler.edu) **Please note that this is not a Patriots email address.**

I will make every effort to respond quickly to your emails. Communicating with you is a priority but I also want you to have realistic expectations in terms of a timely response. *If it is a weekday and you haven't heard from me*

*within 24 hours, I did not get your email and please send it again. If it is a weekend, please give me 36 hours to respond. Everyone deserves to have a little down time on the weekend. Know that when you have tasks due, I will be checking email frequently though. ☺ Also, my priority is communicating with you, so if there are problems, let me know and we will work to solve them together.*

### **Digital Library Resources:**

Students enrolled in this course have online access to the UT Tyler Robert R. Muntz Library (<http://library.uttyler.edu>). Follow the link to the Library, and then complete the instructions at those sites for accessing information from a distant site. Many of the database subscriptions funded by student fees give you access to full text journals that you will need for your review of the literature in each course. If a particular journal is not available, the library staff will procure the article for you using the Iliad feature. Please take the time to update your account and get familiar with the resources available. They are awesome.

### **TECHNICAL INFORMATION:**

#### **Technical Support**

If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing [itsupport@patriots.uttyler.edu](mailto:itsupport@patriots.uttyler.edu).

When you email IT Support, be sure to include a complete description of your question or problem including:

- The title and number of the course
- The page in question
- If you get an error message, a description and message number
- What you were doing at the time you got the error message

#### **Plug-ins and Helper Applications**

**NOTE: Please use FireFox, Chrome, or Safari as your browser. Canvas and Internet Explore do not necessarily work and play well together.**

UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course.

- [Adobe Reader](#) allows you to view, save, and print Portable Document Format (PDF) files.
- [Java Runtime Environment](#) (JRE) allows you to use interactive tools on the web.
- [Adobe Flash Player](#) allows you to view content created with Flash such as interactive web applications and animations.
- [QuickTime](#) allows users to play back audio and video files.
- [Windows Media Player](#) allows you to view, listen and download streaming video and audio.
- [RealPlayer](#) allows you to view and listen to streaming video and audio.

#### **NETIQUETTE GUIDE:**

["Netiquette"](#) is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided. URL: <http://www.learnthenet.com/learn-about/netiquette/index.php>

**Topical Outline:****EDUC 4335: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES  
Tentative Schedule Fall 2020**

<b>Week</b>	<b>Topic</b>	<b>To Do</b>
Module 1: (2 weeks) Aug.24- Sept.7	Chapter 1 and 2 The Effective Teacher Mr. Hester	<ul style="list-style-type: none"><li>• Attend Zoom meeting</li><li>• Complete all assignments in Module 1 DUE by 9/6</li></ul>
Module 2: (2 weeks) Sept. 7-21	The First Days of School Creating Caring Classrooms Chapters 7 and 10 Classroom environment	<ul style="list-style-type: none"><li>• Complete all assignments in Module 2 DUE by 9/20</li></ul>
Module 3: (2 weeks) Sept. 21- Oct. 5	Routines and Procedures Mr. Hester- Day 2	<ul style="list-style-type: none"><li>• Complete all assignments in Module 3 DUE by 10/4</li></ul>
Module 4: (2 weeks) Oct. 5 - 19	Chapters 12 and 13: Classroom Rules and Consequences Intervention Strategies for Misbehavior	<ul style="list-style-type: none"><li>• Complete all assignments in Module 4 DUE by 10/18</li></ul>
Module 5: (2 weeks) Oct.19- Nov.2	Chapter 11: Differentiated Instruction Lesson Planning	<ul style="list-style-type: none"><li>• Complete all assignments in Module 5 DUE by 11/1</li></ul>

Module 6: (2 weeks) Nov.2-16	Chapters 5 and 6 Student demographics	Complete all assignments in Module 6 DUE by 11/15
Module 7: Nov.16- Dec. 3	Putting it All Together Pathbrite Electronic Portfolio	Complete all assignments in Module 7 DUE by 12/3

Students must adhere to UT Tyler policies regarding face masks while in class.

## UNIVERSITY POLICIES

### UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

### UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu), <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu), <https://www.uttyler.edu/tutoring/>

- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

### [University Guidelines, Links and Policies](#)

#### **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 21<sup>st</sup> 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](#).