



TENNESSEE STATE UNIVERSITY



Department of Teaching and Learning EDCI 3120-70 Contexts for Teaching and Learning Fall Semester, 2016

Instructor Contact and Course Information

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Class Days/Times: Thursdays: 12:00PM – 3:00PM
Office Hours: (*Shaded area reflect times of availability*); Other times by appointment only

FALL SEMESTER

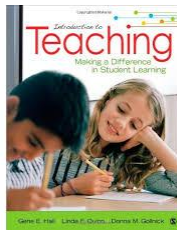
	7AM	8AM	9AM	10AM	11AM	12PM	1PM	2PM	3PM	4PM	5PM
Monday											
Tuesday							<i>TSU</i>	<i>TSU</i>	<i>TSU</i>	<i>TSU</i>	<i>TSU</i>
Wednesday											
Thursday					<i>VolState</i>	<i>VolState</i>					
Friday											

Pre-requisites: Admission to Teacher Education

Co-requisites: EDCI 3500, EDCI 2100, and EDSE 3330

Catalog Description: A course that addresses various contexts for teaching and learning. Contexts for teaching and learning include the demographics of the community, school, and classroom, special features of the school and classroom, diverse learners, and classroom environment. This course surveys and analyzes various contexts for teaching and learning as well as methods for creating a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Textbook(s) Information:



Gollnick, D.; Quinn, L.F. & Hall, G.E. (2013). *Introduction to Teaching: Making a Difference in Student Learning*. 2nd Edition. Los Angeles: SAGE. List Price: \$85 (Focus Chapters: 2, 3, 4, 5, 12, and 16)

Burden, P. (2013). *Classroom Management: Creating a Successful K-12 Learning Community*, 5th Edition. Wiley Publishers.

PRAXIS II Exam:

Elementary Education candidates are required to take four (4) PRAXIS II licensure examinations **BEFORE** applying for Admissions to Residency II. To offer you support as a cohort, you are required to take the following test by December 1, 2015:

To Be Certified in	You Need to Take	Test Code	Qualifying Score
Elementary Education K–6 Cost: <u>\$115</u>	Elementary Education: Content Knowledge (On-screen scientific calculator provided.)	5018	163

Resources:

ExamEdge, Inc. offers PRAXIS II test preparation for this (and other) licensure exams.
[<http://www.praxisprep.com>]

General Course Proficiencies (Content Knowledge, Skills, Dispositions)

Manage

4a1. Exhibits enthusiasm and positive disposition toward the content area and conveys high expectations for success to students.

4a2. Establishes clear classroom standards and expectations for behavior that emphasize self-control, self-discipline, collaboration, and mutual respect among students and teacher.

4a3. Establishes clear classroom standards and expectations for achievement that focus upon content knowledge, engagement in purposeful learning, high academic performance, and ownership of learning.

4b1. Creates a classroom environment that organizes and manages time, space, facilities, and other resources for maximum engagement of students in the content.

4b2. Demonstrates flexibility in restructuring time, space, facilities, and other resources as the situation demands.

Model Professionalism

5c1. Engages in dialogue with students, colleagues, parents, administrators and stakeholders and consistently demonstrates respect, accessibility, and expertise.

5c2. Performs assigned duties in a timely manner with a professional disposition.

5c3. Uses appropriate technology to keep accurate records related to instructional and non-instructional responsibilities

Teacher Standards, Common Core Standards, and/or other National Discipline/Content Standards

Course specific “enabling evidence” of the professional KSDs are provided in the chart below:

Objective This course is designed to enable candidates to:	Conceptual Framework KSD	Assessment	INTASC Standards
Create positive interpersonal relationships in the classroom.	4a1, 4a2, 4b2, 5c1	A1c	III. Learning Environments
Examine societal factors influencing students’ learning and behavior.	4a3, 4b1, 5c1	A1a, A2b	I. Learner Development II. Learning Differences
Develop an understanding of the theoretical perspectives regarding students’ basic psychological needs.	4a2, 5c1	A1a, A1b	I. Learner Development II. Learning Differences III. Learning Environments
Analyze teacher behaviors and beliefs associated with higher student achievement and more positive, productive student behavior.	4a3, 5c1	A2a	IX. Professional Development & Ethical Practice X. Leadership and Collaboration
Develop the expertise necessary for using problem solving to minimize disruptive behavior.	4a2, 4b2, 5c1, 5c2, 5c3	A1a, A1b	IV. Content Knowledge
Demonstrate a variety of behavior change methods for assisting students in taking responsibility for their behavior.	4a1, 4a2, 5c3	A1d, A2c	III. Learning Environments
Create a learning community that fosters active problem solving and responsible action.	4a1, 4a3, 4b1, 5c1, 5c3	A2c	III. Learning Environments VIII. Instructional Strategies
Exhibit characteristics of motivated problem solvers and active learners.	4a1, 5c1, 5c2	A1d	IX. Professional Development & Ethical Practice

Professional Expectations in Classroom Conduct

Arrive. Get to class before start time and return on time after breaks. This allows you to settle in, check with others, and be ready to start class on time.

Prepare. Complete all readings before class and be prepared to apply what you have read, discuss it, and ask questions.

Discontinue. Turn off all social technology devices, digital media, and websites intended for personal and private communication while in class. Digital devices may be used for note taking, group discussions and classroom presentations.

Attend all class sessions including field experiences as applicable. If you miss more than one day in class or in the field, expect your instructor to be concerned and to have a conversation with you.

Articulate and document. Express your understanding of the subject matter concepts in conversations and personal notes. Connect the subject matter from class sessions, observations, and insights into an easily retrieved system for use with students and faculty. This deepens your knowledge and enables you to communicate using academic language in practical ways.

Submit assignments on or before the dates listed in this syllabus. When a special need arises, please arrange with the instructor ahead of time regarding what assignments can be completed and when the assignments are due.

Produce scholarly work (written, oral, and presentations) exemplary of the professional degree you seek. The written and spoken contributions are clear, coherent, organized, and use correct grammar and style. This means *think before you speak* and *proofread carefully* before you turn in your written work. If you need assistance in producing written work, please contact The Writing Center (found online at http://www.tnstate.edu/aeao/centers/writing_center.aspx). Work that does not meet scholarly expectations will be returned and will receive an unacceptable grade.

Dress appropriately for your work in schools. You are a model for students and you are always interviewing for a teaching position. This means dress so that if you are contacted by the school while in class, you could go to work directly without having to go home to change clothes.

Collaborate with your colleagues. Be generous in conversing with others to discover new thoughts and ideas. If you have concerns, talk directly with those involved. It is important to learn to talk through differences in understanding.

Instructional Strategies

Methods and activities for instruction include:

- a. **Traditional Experiences** (e.g. 1. Lecture/Discussion; 2. PowerPoint Presentation; 3. Demonstration; 4. Drill; 5. Video; 6. Electronic Communication)
- b. **Interactive Experiences** (e.g. Cooperative Groups; Student Demonstrations or Presentations; Guided Discovery; Lab Exercises; Value Clarifications)

Course Assignments

The candidate will demonstrate their technology competencies through the following tasks:

A. Course Methods/Activities:

1. Traditional Assessment (e.g. a. Knowledge quizzes; b. Written reports; c. multimedia presentation)

- | | |
|--|------------|
| a) Mini Case-Studies (<i>10 points each</i>) | 130 points |
| b) Knowledge Quizzes (<i>20 points each</i>) | 100 points |
| c) Philosophy Paper | 030 points |
| d) Professional Portfolio | 050 points |

2. Performance Assessment (* identifies enabling evidence)

- a) **edTPA: Context for Learning** **100 points**
Complete the edTPA Context for Learning commentary by interviewing your classroom teacher and gaining an *in depth* understanding of the importance of acknowledging the composition of your classroom and the uniqueness of each students. Use the provided template as your guide with the understanding that your details in this activity will provide you with the information you need when responding to future edTPA commentaries (in preparation for *your* Residency II edTPA).
- b) **Case Studies Assessments** (*80 points each*) **180 points**
Two classroom management case studies will be assigned for your midterm and final assessment to determine how you apply the concepts learned from the course within your analysis of the instructional scenario provided. You should be prepared to pull for educational research/theories, field study experiences, and classroom discussion to support your responses. APA citations will be required all external resources.
- c) **Classroom Management Handbook** **100 points**
Create a classroom management handbook that outlines the behavioral and management expectations for your students and parents. This handbook should include (*but not limited to*) rules and consequences, welcome letter to parents/students, homework procedures/expectations, educational website/resources, and any other school-related information.

Field Experience/Service Learning Information

This course, along with its co-requisite EDCI 3500, have assignments that connect with EDCI 2100 – Field Study in Education I. The related clinical activities for Classroom Management will occur *prior to* our class sessions and are outlined below:

- | | |
|---|-----------------------------------|
| • Activity Logs (10) – <i>All activity logs should be typed</i> | 10 points each (100 points total) |
| • Observational Checklist (one at end of placement) | 20 points |

Course Schedule

Week #	Class Dates	<u>Introduction to Teaching</u> Textbook Readings Due:	<u>Classroom Management</u> Textbook Readings Due:	Assignments Due:
1	8-25	Chapter 1: Becoming a Teacher	Chapter 1: Understanding Management and Discipline in the Classroom	
2	9-1	Chapter 2: Today's Students	Chapter 3: Preparing for the School Year	MCStudy Chp. 1
3	9-8	Chapter 3: Addressing Learners' Individual Needs	Chapter 8: Knowing Your Diverse Students	FS Activity #2 MCStudy Chp. 3
4	9-15		Chapter 9: Helping Students with Special Needs	FS Activity #9 MCStudy Chp. 8
5	9-22		Chapter 2: Models of Discipline	FS Activity #1 MCStudy Chp. 9
6	9-29			FS Activity #6 MCStudy Chp. 2
7-MT	10-6		Chapter 4: Choosing Rules and Procedures	FS Activity #4, edTPA Context for Learning Case Study #1
8	10-13	Chapter 12: Managing the Classroom and Student Behavior	Chapter 5: Maintaining Appropriate Student Behavior	FS Activity #3 MCStudy Chp. 4
9	10-20		Chapter 10: Planning and Conducting Instruction	FS Activity #10 MCStudy Chp. 5
10	10-27	Chapter 4: The Social Context of Schools	Chapter 7: Motivating Students to Learn	FS Activity #5, MCStudy Chp. 10
11	11-3		Chapter 6: Communication Skills for Teaching	FS Activity #8 MCStudy Chp. 7
12	11-10		Chapter 11: Responding to Inappropriate Behavior Chapter 12: Dealing with Challenging or Violent Students	FS Activity #7 MCStudy Chp. 6
13	11-17			Observational Checklist MCStudy Chp. 11 and 12
14	11-24	Fall Break/Thanksgiving Holiday (NO CLASS)		
15	12-1	Chapter 16: Succeeding in Your Teacher Education Program, and Beyond	Chapter 13: Collaborating with Colleagues & Families	Philosophy Paper, Classroom Management Handbook MCStudy Chp. 13
16-FE	12-8			Professional Portfolio Case Study #2

Course Expectations

Your assignments are due by 8:00 a.m. on the day of our scheduled class session (i.e. Thursdays), while assessments are taken **in class** in. There is a 10% daily penalty from the total score of late submissions. Please make sure that you organize your schedule accordingly to meet the necessary deadlines.

Module One:

Understanding the School and Your Students

August 25 – September 29, 2016

ASSIGNMENTS (80 pts.)	Knowledge Quiz #1 (Hall, Chp. 12)	20 points	___/20	<i>Field Study Activity #2</i> <i>Field Study Activity #9</i> <i>Field Study Activity #1</i> ____/30
	Knowledge Quiz #2 (Hall, Chp. 3)	20 points	___/20	
	Mini-Case Study (Burden, Chp. 1)	10 points	___/10	
	Mini-Case Study (Burden, Chp. 3)	10 points	___/10	
	Mini-Case Study (Burden, Chp. 8)	10 points	___/10	
	Mini-Case Study (Burden, Chp. 9)	10 points	___/10	

Module Two:

Defining & Refining Environments and Expectations

September 30 – November 3, 2014

ASSIGNMENTS (280 pts.)	Knowledge Quiz #3 (Hall, Chp. 4)	20 points	___/20	<i>Field Study Activity #6</i> <i>Field Study Activity #4</i> <i>Field Study Activity #3</i> <i>Field Study Activity #10</i> <i>Field Study Activity #5</i> ____/50
	Knowledge Quiz #4 (Hall, Chp. 5)	20 points	___/20	
	Mini-Case Study (Burden, Chp. 2)	10 points	___/10	
	Mini-Case Study (Burden, Chp. 4)	10 points	___/10	
	Mini-Case Study (Burden, Chp. 5)	10 points	___/10	
	Mini-Case Study (Burden, Chp. 10)	10 points	___/10	
	Mini-Case Study (Burden, Chp. 7)	10 points	___/10	
	edTPA Context for Learning	100 points	___/100	
	Case Study #1 (Midterm)	90 points	___/90	

Module Three:

Building Communities & Professional Goals

November 4 – December 9, 2014

ASSIGNMENTS (330 pts.)	Knowledge Quiz #5 (Hall, Chp. 16)	20 points	___/20	<i>Field Study Activity #8</i> <i>Field Study Activity #7</i> <i>Observational Checklist</i> ____/20
	Mini-Case Study (Burden, Chp. 6)	10 points	___/10	
	Mini-Case Study (Burden, Chp. 11)	10 points	___/10	
	Mini-Case Study (Burden, Chp. 12)	10 points	___/10	
	Mini-Case Study (Burden, Chp. 13)	10 points	___/10	
	Classroom Management Handbook	100 points	___/100	
	Philosophy Paper	30 points	___/30	
	Professional Portfolio	50 points	___/50	
Case Study #2 (Final)	90 points	___/90		

Key Assignments

edTPA – Context for Learning

Classroom Management Plan

Grading Scale

Points
690 - 621 -- A
620 - 552 -- B
551 - 483 -- C
482 - 414 -- D
413-below -- F

Final grades are based on point totals, not percentage!
Please monitor your points throughout the semester, not at the end of the term.

Late Assignments - Students will receive # of days x 10% for any late assignments. Example: An assignment that is three (3) days late would have a 30% point deduction from the total score.

Makeup Tests – Makeup exams will be given only if a) the student is out of town on university sanctioned activities (e.g. in the case of student activities) or b) the student provides a valid university approved medical excuse (student should be prepared to show documentation). All makeup exams must take place within 72 hours (3 days) of the missed exam.

Incompletes (or an I-grade) indicates that the student's work in a course is incomplete but otherwise satisfactory standing in the class. An incomplete (or I) grade is only given to a student who must stop/extend the course due to an emergency. The "I" grade must be formally requested and approved by the instructor---with an incomplete contract signed and on file in the department office. The contract should outline the specific tasks and timeframe to fill the *remaining* requirements of the course. **Under no circumstances is an "I" grade given to avoid an F.**

The "I" grade must be removed from the graduate student's permanent record within one (1) semester from the end of the term in which the "I" grade was awarded. If all requirements for removal of the "I" are not met within this period, the "I" grade will be changed to an "F" by the Office of Admissions and Records. *Note: All enrolments in dissertation, thesis, or project writing courses shall carry the grade of "I" until the project is completed. The final letter grade is awarded to each previous enrolment where an "I" was awarded.

Technology

You are expected to have working knowledge and capability with your computer hardware, networking and a variety of software applications before entering this class. Class participants must know how to use and check their e-mail on a daily basis. You will need to know the appropriate user name and password to access the eLearn online password-protected system. If you do NOT know your user name and password, please contact the helpdesk at 615-963-7777. You must be able to save word processing files in a .doc/.docx (Microsoft Word), .rtf (Rich Text Format), or .txt (Text) format for sharing files.

Diversity

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind.

DISABILITY ACCOMMODATION STATEMENT

TSU is committed to creating inclusive learning environments and providing all students with opportunities to learn and excel in their course of study. Any student with a disability or condition which might interfere with his/her class performance or attendance may arrange for reasonable accommodations by visiting the Office of Disability Services (ODS). ODS is located in Kean Hall, room 131 and can be reached at 963-7400 or www.tnstate.edu/disabilityservices . You will be required to speak with ODS staff and provide documentation of the need for an accommodation. If you qualify for an accommodation you will be provided with a document stating what type of classroom accommodations are to be made by the instructor. It is your responsibility to give a copy of this document to the instructor **as soon as you receive it**. Accommodations will only be provided **AFTER** the instructor receives the accommodation instructions from ODS; accommodations are not retroactive. You must follow this process for each semester that you require accommodations.

SEXUAL MISCONDUCT, DOMESTIC/DATING VIOLENCE, STALKING

TSU recognizes the importance of providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or is experiencing any of these incidents, there are resources to assist you in the areas of accessing health and counseling services, providing academic and housing accommodations, and making referrals for assistance with legal protective orders and more.

Please be aware that most TSU employees, including faculty and instructors, are “responsible employees”, meaning that they are required to report incidents of sexual violence, domestic/dating violence or stalking. **This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator.** Although I have to report the situation, you will still have options about how your situation will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

You are encouraged to contact TSU’s Title IX Coordinator to report any incidents of sexual harassment, sexual violence, domestic/dating violence or stalking. The Title IX coordinator is located in the Office of Equity and Inclusion, McWherter Administration Building, Ste. 260 and can be reached at 963-7494 or 963-7438. For more information about Title IX and TSU’s SART or policies and procedures regarding sexual, domestic/dating violence and stalking please visit: www.tnstate.edu/equity.

If you wish to speak to someone confidentially, who is not required to report, you can contact the TSU Counseling Center, located in the basement of Wilson Hall, at 963-5611 or TSU Student Health Services, located in the Floyd Payne Campus Center room 304, at 963-5084. You may also contact the following off campus resources: Sexual Assault Center of Nashville at 1-800-879-1999 or www.sacenter.org or the Tennessee Coalition to End Domestic & Sexual Violence at 615-386-9406 or www.tncoalition.org.

HARASSMENT & DISCRIMINATION

Tennessee State University is firmly committed to compliance with all federal, state and local laws that prohibit harassment and discrimination based on race, color, national origin, gender, age, disability, religion, retaliation, veteran status and other protected categories. TSU will not subject any student to discrimination or harassment and no student shall be excluded from participation in nor denied the benefits of any educational program based on their protected class. If a student believes they have been discriminated against or harassed because of a protected class, they are encouraged to contact the Office of Equity and Inclusion at McWherter Administration Building, Ste. 260, 615-963-7494 or 963-7438, www.tnstate.edu/equity.

General University Information

1. **Official Course Enrollment** — Students who are not on the official class roster may not remain in class. These students must leave class and may not return to class until they have enrolled in the course and their names appear in the enrollment system for this class. Please make sure that you are in the correct section. Any person (including children) not on the class roster or invited by the course instructor cannot attend class nor be on the premises of the University. A student may choose to audit the course.
2. **Classroom Conduct** — The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity. The classroom instructor can order the temporary or permanent removal from the classroom, any student engaged in disruptive conduct or conduct in violation of the general rules and regulations of the institution.
3. **Academic Integrity** — students are individually responsible for what is earned and achieved in this course. Cheating and plagiarism constitute grounds for Grade-F no matter how well course performance is assessed. Any material taken from another work (including the author’s previously submitted coursework) must be documented using correct APA Style. In no instance may another person’s work be used as one’s own without penalty, this includes information received from others during examinations or submitting another’s assignments, papers, and other academic assignments as one’s own. When in doubt, students should check with the course instructor to clarify what is allowable and what is not allowable. Disciplinary sanctions may be imposed through regular TSU procedures. The instructor has the authority to assign an “F” or a zero for the exercise or examination, or to assign an “F” for the course, and to prohibit the student from attending class sessions for the duration of the semester.

On pages 22, the Tennessee State University Student Handbook states: Academic Misconduct. Plagiarism, Cheating, Fabrication – For purposes of this section, the following definitions apply:

- **Plagiarism:** the adoption or reproduction of ideas, words, statements, images or works of another person as one’s own proper attribution.

- Cheating: shall mean, but is not limited to, using or attempting to use unauthorized materials, information, or aids in an academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit hours.
- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise...

Plagiarism, cheating, and other forms of academic misconduct are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the institutional disciplinary procedures set forth below, the instructor has the authority to assign an appropriate grade for the exercise or examination, proportional to the nature and extent of academic misconduct, including an “F” for the assignment/test or an “F” in the course. Disciplinary sanctions will be imposed only through the appropriate institutional student disciplinary processes.

Tennessee State University Division of Student Affairs. (2012-2013). *THE STUDENT HANDBOOK: Concerning Student Affairs, Conduct and Discipline—Academic and Classroom Misconduct*, p. 22. Retrieved August 5, 2013, from Tennessee State University: http://www.tnstate.edu/campus_life/documents/StudentHandbook.pdf.

4. **Classroom Attendance** — Students are expected to attend classes regularly and punctually. The instructor will keep an accurate record of class attendance and be able to report on official request the number of absences of any student in the class. At any time from the beginning of the classes, an instructor may report a student for unsatisfactory attendance. Reporting a student is at the discretions of the instructor with the understanding that excessive absence is defined as no less than one more than the number of times a class meets per week. Any student report for excessive absence from class will be barred from further attendance in that class until formerly readmitted by the instructor. Some absences may be excused provided the student is responsible in informing the instructor and to finding out what work was missed during a period of absence. Unexcused absences and or tardiness may contribute to a lower grade for this course. Additional University policy regarding absences and the required explanation and justification is found in the *THE STUDENT HANDBOOK: Concerning Student Affairs, Conduct and Discipline—Class Attendance, Absences, Drop/Add and Withdrawals*, pp. 46-7. Retrieved August 5, 2013 from http://www.tnstate.edu/campus_life/documents/StudentHandbook.pdf

1st unexcused absence- minus 20 points
 2nd unexcused absence- minus 40 points
 3rd unexcused absence- loss of one letter grade

*Students who arrive to class 10 minutes late (or later) will be deducted ten (10) points. Total tardy deductions will occur at the end of the semester.

5. **Inclement Weather** — Class will meet for every class session except as noted in the syllabus or when the University officially closes due to weather conditions. It is acknowledged that weather conditions may be worse in areas other than Nashville, TN. Students are expected to notify the instructor when weather conditions prohibit safe travel to the campus.
6. **Children** — TSU policy prohibits children from attending any class session, left unattended in the hall or snack room, or allowed to remain unattended on campus. Faculty have been instructed, in writing, to direct any student who brings a child(ren) to class to leave.
7. **Changes to Course Syllabus** — The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus will be clearly communicated to students prior to the updated being implemented.

Additional Resources

- Arnold, H. (2000). *Succeeding in the secondary classroom: Strategies for middle and high school teachers*. Thousand Oaks, CA: Corwin Press.
- Boucher, C. R. (1999). *Students in discord: Adolescents with emotional and behavioral disorders*. CT: Greenwood Press.
- Burden, P. R. (2000). *Powerful classroom management strategies: Motivating students to learn*. Thousand Oaks, CA: Corwin Press.
- Charles, C. M. (2001). *Building classroom discipline*. New York, NY: Longman.
- Danforth, S. & Boyle, J. R. (2000). *Cases in behavior management*. Upper Saddle River, NJ: Prentice-Hall.
- Darling-Hammond, L. (1997). *The right to learn: A blueprint for creating schools that work*. San Francisco, CA: Jossey-Bass.

Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2003). *Classroom management: For elementary teachers* (6th ed.). Boston, MA: Allyn and Bacon

Fine, E., Lacey, A. & Baer, J. (1995). *Children as peacemakers*. Portsmouth, NH: Heinemann.

Gootman, M. E. (2000). *The caring teacher's guide to discipline: Helping young students learn self-control, responsibility, and respect* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Johns, B. & Carr, V. (1995). *Techniques for managing verbally and physically aggressive students*. Denver, CO: Love.

Jones, V. F. & Jones, L. S. (2001). *Comprehensive classroom management: Creating communities of support and solving problems*. (6th ed.). Boston, MA: Allyn and Bacon

Marzano, R. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.

Noddings, N. (1992). *The Challenge to care in schools*. New York, NY: Teacher College Press.







Shindler, J. (2010). *Transformative Classroom Management: Positive strategies for engaging all learners and promoting a psychology of success*. San Francisco, CA: A Wiley Imprint.

Tharp, R. G., Estrada, P., Dalton, S. S. & Yamauchi, L. A. (2000). *Teaching transformed: Achieving excellence, fairness, inclusion, and harmony*. Boulder, CO: Westview Press.

The Teachers Guide (2013). The teacher's guide-free worksheets, smartboard templates, and lesson plans for teachers. [Website] Retrieved on July 27, 2013 from <http://www.theteachersguide.com>

Wong, H.K. & Wong, R.T. (1998). *How to be an effective teachers: The first days of school*. Harry K. Wong Publications, Inc.

Classroom Management Mobile Resources

	Attendance 2	<p>Each course/group is a separate data file so it can be shared with teaching assistants and/or school administrators who also have the Attendance2 app (i.e., a school administrator could collect data files from each of his/her teachers on his/her iOS device).</p>	iPhone	\$4.99*
	ClassDojo	<p>ClassDojo helps teachers improve behavior in their classrooms quickly and easily. It captures and generates data on behavior that teachers can share with parents</p>	Android iPhone	Free
	Schoology	<p>Manage your classroom, create and submit assignments, participate in interactive discussions, perform assessments, collaborate with your peers, and more!</p> <p>Have rich and engaging academic experiences anytime, anywhere with the official Schoology Android App! Start today by registering for a free Schoology account.</p>	Android	Free
	Sporcle	<p>Sporcle is the App Store's leading trivia application with new quizzes available on your device everyday! Turn your iPhone/iPod touch and now your iPad into an on-the-go treasure trove of trivia.</p>	Android iPhone iPad	\$2.99*
	Stick Pick	<p>Pick a student at random just by giving your device a shake or tapping the screen -- but that's just the beginning. Stick Pick suggests question starters for learners at different levels and also records how well students respond during classroom discussions.</p>	Android iPhone iPad	\$2.99*
	Teacherkit – Classroom Organizer	<p>TeacherKit is a personal organizer for teachers. It enables teachers to organize classes, and students.</p>	iPhone iPad	Free

EDCI 3120- Classroom Behavior Management
OBSERVATIONAL ACTIVITY LOG
This section will needs to be completed with each activity.

Name: _____ **Date of Observation (include the weekday):** _____

Observation Starting Time: _____ **Observation Ending Time:** _____ **Total Number of Hours:** _____

Number of Students:	
Number of Females:	
Number of Males:	
Name of ethnic groups represented:	
Number of special needs students:	

When recording data, remember to use only the *first name* of students and the word *teacher*. Information that is recorded should be factual; the opportunity for reflection and analysis are provided after the observation. Complete all sections of the activities and reflections.

Activity 1:

Focus: Learner Behavior

(approx. 5 mins. - preliminary analysis, approx. 45 mins. student observation = 50 mins.)

Select one student in this class to be the focus of your observation.

A. Preliminary Analysis

Write down why you selected this student. Be honest about behavioral assumptions that you feel the student will display with teacher, peers, etc.

B. Student Observation (Do not use the student's name.)

Write a description of the student's behavior (listening, following directions, responding to questions, initiating behavior, etc.).

Reflection: Reviewing your information about this student, discuss how the behaviors you observed differed from your initial expectations.

Activity 2:

Focus: Physical Environment

Draw a diagram of the classroom. Include the teacher's desk, students' desks, tables, storage areas, water supplies, bulletin boards, learning stations, etc.

Reflection:

1. How do you think the physical arrangement of the classroom accommodated the teacher's instructional methods?
2. Was the arrangement flexible enough to allow for variety in activity planning?
3. Did the arrangement change during your time in the room?

Activity 3:

Focus: Effective Teaching

Pretend that you are a student teacher conducting the lesson. You are observing. Answer the following questions:

1. *What are the objectives of this lesson? (What are the main skills and/or concepts being learned by students?)*

2. *How does the teacher monitor student learning?*

3. *Do the students appear motivated to learn?*

4. *Describe the primary instructional strategies being used.*

5. *Describe the classroom climate?*

6. *How do you know students did or did not learn the material?*

Reflection: Based on your answers to the questions, discuss your readiness for teaching a lesson like this.

Activity 4:

Focus: Classroom Management (signals)

Briefly note each type of verbal and non-verbal signal which the teacher uses to help elicit appropriate student behavior. Signals might include facial expressions, an object, gestures, words or phrases. Indicate specifically what signal was used.

VERBAL NON-VERBAL

Reflection: Which signal appeared most effective? Why?

Are there other signals that you think would have been more effective? List your suggestions below.

Activity 5:

Focus: Instructional Strategies (questioning)

Listen to the questions being asked during a class discussion. List the question and place an X next to the type of question. If you are unsure of the type of question, write the question on the bottom of the page and think about it later. Answer BOTH parts of this activity.

TYPES OF QUESTIONS:

Evaluation:

Synthesis:

Analysis:

Application:

Comprehension:

Knowledge:

How did the type of question influence the level and quality of student participation?

Reflection: Do you think that your ability to identify types of questions needs improvement? In what ways?

What questions were asked most frequently? How do these questions affect students' higher level thinking skills?

Activity 6:

Focus: Incentive Plans

Interview the classroom teacher that you have observed concerning his/her incentive system. Is it academic, behavioral, or both? How do the students respond to the incentives? Parents? How often are modifications made to the system? Is incentive system personalized or universal in grade level/school?

Reflection: What are the strengths of the incentive system? Areas of improvements? How will this help you in developing your incentive system?

Updated on August 12, 2016

Activity 7:

Focus: Grading Strategies

Interview the classroom teacher that you have observed concerning his/her grading methods. Use the following chart to record your information.

	YES	NO
Grades are kept on computer only		
Grades are kept in grade book only		
Grades are kept in both grade book and computer		
Grades are compiled only from test and/or quiz scores		
Grades are compiled from a variety of student activities		
Behavior and achievement grades are kept separate		
Grading is primarily subjective		
Grading is primarily objective		
Grading is BOTH subjective and objective		
Scoring criteria is clearly outlined for the student		
Extra credit points are possible		
It is possible to do an assignment over for a better grade		

Reflection: Consider the grade level that you plan on teaching. What does grading mean to you and how will it determine the instructional operations of your classroom (intrinsic/extrinsic motivation, academic growth, etc.)?

Activity 8:

Number of Students:	
Number of Females:	
Number of Males:	

Focus: Time Management

As you observe a lesson being taught, prepare a time-line which shows what tasks and activities occur from the beginning to the end of the class period.

Updated on August 12, 2016

What was the ratio of teacher-directed (lecture, directions, question/answer, discussion) to student-initiated (small group work, independent work, etc.) learning time?

Reflection: Review your time-line and discuss the amount of time was devoted to student learning and what amount of time was needed for classroom management of student behavior.

List additional ways to increase learning time:

Activity 9:

Focus: Physical Environment

Make a list of classroom instructional aids such as computers, bulletin boards, reference books, manipulatives, and chalkboards. Mark each time the aid is used during the lesson; use (S) if a student uses it and (T) if the teacher uses it.

Reflection: Based on your observation, what was the purpose of the instructional aids, and how effectively do you think they were used during this lesson

List additional ways the instructional aid could be used.

Activity 10:

Focus: Instructional Strategies

Place an **X** next to each strategy that the teacher uses during your observation and indicate the amount of time used for each strategy.

Cooperative Groups

Independent Practice

Guided Discussion

Lecture

Demonstration

Questions

Learning Stations

Peer Tutoring

Review

Partners

Assessment/test

Reflection: Select one of the strategies that the teacher did not use and describe how it could have been used for teaching this lesson.

Eastern Michigan University (2006). Pre-student teaching course pack [*Modified to meet TSU conceptual framework*]. Retrieved August 1, 2006 from <http://www.emich.edu/NCATE1997/Docs/I.H.3/I.H.3.1/PST/Coursepak.html#7>

OBSERVATIONAL CHECKLIST

PART I: GENERAL INFORMATION

School: _____ Grade Level: _____ Subject Taught: _____

Teacher: _____ Principal: _____ Date: _____

Address of School: _____ Telephone#: _____

Your Name: _____ Semester: F _____ Sp _____

PART II: CLASSROOM ENVIRONMENT: Respond to the statement by placing a check mark in the appropriate space or by filling in requested information.

STATEMENT	YES	NO
A. The classroom was organized for optimal learning. <u>Describe what you observed.</u>	_____	_____
B. The learning environment was warm, colorful, and supportive. <u>Give an example of supportiveness.</u>	_____	_____
C. Learning resources were available in the classroom. <u>Underline the resources that you see</u> (books, computers, overhead projectors, television, recorder, globe, handouts, classroom library, filmstrips, films, etc.)	_____	_____
D. Bulletin boards, both general and content related, were displayed in the classroom.	_____	_____
E. The teacher has developed an excellent teacher-student relationship. <u>Describe three (3) examples that give you this impression.</u>	_____	_____

PART III: INSTRUCTION:

STATEMENT	YES	NO
A. Whole group instruction was the primary form in which instruction was given.	_____	_____
B. Small group instruction was used in the classroom. <u>When did most occur?</u>	_____	_____
C. Both whole and small group instruction occurred in the classroom.	_____	_____
D. Students moved in and out of large and small group instruction with ease.	_____	_____
E. Students were informed of the purpose for the learning activity(ies).	_____	_____
F. The teacher followed a plan but used flexibility when needed (could adjust plan based on students' needs). <u>Give two examples.</u>	_____	_____
G. The teacher used a system of reward to encourage students' learning. <u>Give an example.</u>	_____	_____
H. Positive feedback was given to students.	_____	_____
I. Students feedback was given to students.	_____	_____
J. The teacher used more to teach (e.g. visual information, hands-on activities, chalk board, small group, learning centers, etc.)	_____	_____
K. Students' work was displayed in the classroom.	_____	_____

Writing Rubric

Skills	4- Exemplary	3- Proficient	2-Basic	1- Needs Improvement
Depth of reflection	Demonstrate a conscious and thorough understanding of the writing prompt and the subject matter. This reflection can be used as an example for other students.	Demonstrate a thoughtful understanding of the writing prompt and the subject matter.	Demonstrate a basic understanding of the writing prompt and the subject matter.	Demonstrate a limited understanding of the writing prompt and subject matter. This reflection needs revision.
Use of video evidence and instructional context	Use specific and convincing examples from the video and instructional experience to support claims in your own writing, making insightful and applicable connections between texts.	Use relevant examples from the video and instructional experience to support claims in your writing with some connections made between texts.	Use examples from the video and/or instructional experience to support most claims in your writing with some connections made between texts.	Use incomplete or vaguely developed examples to only partially support claims with no connections made between texts.
Academic language use	Use stylistically sophisticated practitioner and academic language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure.	Use practitioner and academic language that is fluent and original, with evident sense of voice, awareness of audience and purpose, and the ability to vary sentence structure.	Use basic but appropriate practitioner and/or academic language, with a sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure.	Use practitioner/academic language that is vague or imprecise for the audience or purpose, with little sense of voice, and a limited awareness of how to vary sentence structure.
Writing conventions	Demonstrate control of the conventions with essentially no errors, even with sophisticated practitioner and academic language.	Demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated practitioner and academic language.	Demonstrate partial control of the conventions, exhibiting occasional errors that do not hinder comprehension.	Demonstrate limited control of the conventions, exhibiting frequent errors that make comprehension difficult.

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Classroom Management Handbook Rubric (100 pts)

Name _____

Date _____

Criteria	Unacceptable 0	Developing 1	Acceptable 2	Exemplary 3	Points
<u>Attractiveness</u> (10 pts)	Hard to read, colors are overbearing, in appropriate use of pictures, no title, categories are not labeled, and/or includes personal information. (0-6 points)	Categories are not labeled clearly or appropriately, Website does not flow, and/or hard to read and understand. (7 points)	Attractive but does not include pictures or a variety of colors. (8-9 points)	Font is easy to read, colors are attractive, includes appropriate use of pictures, title is centered and larger, categories are labeled clearly appropriately, personal information is NOT included. (10 points)	
<u>Classroom Rules:</u> (10 pts)	Classroom rules not listed. Descriptions are not clear & thorough. Writing includes grammar, spelling, or typographical errors. (0-6 points)	Classroom rules are not listed, however descriptions of how you will formulate your classroom rules at the beginning of the year are clear and thorough. (7 points)	Clearly lists your classroom rules and how you will formulate your classroom rules at the beginning of the year. Writing includes grammar, spelling, or typographical errors. (8-9 points)	Clearly lists your classroom rules and how you will formulate your classroom rules at the beginning of the year. Writing does not include grammar, spelling, or typographical errors. (10 points)	
<u>Consequences:</u> (20 pts)	The descriptions are not clear or thorough. Writing includes grammar, spelling, or typographical errors (0-14 points)	The descriptions of the consequences that students will face when they do not follow classroom or school rules are not clear & thorough (15-16 points)	Clearly describes the consequences. Writing includes grammar, spelling, or typographical errors. (17-18 points)	Clearly describes the consequences that students will face when they do not follow classroom or school rules. Writing does not include grammar, spelling, or typographical errors. (19-20 points)	
<u>Student Behavior Device:</u> (20 pts)	Selected an inappropriate device to manage student behavior. Descriptions were not clear & thorough. Writing includes grammar, spelling, or typographical errors (0-14 points)	Selected an inappropriate device to manage student behavior. Descriptions of how to monitor student behavior in the classroom were not clear and thorough. (15-16 points)	Selected an appropriate device to manage student behavior. Describes how you will monitor student behavior in your classroom. Writing includes grammar, spelling, or typographical errors. (17-18 points)	Selected an appropriate device to manage student behavior. Describes how you will monitor student behavior in your classroom. Writing does not include grammar, spelling, or typographical errors. (example: behavior calendar, stop light). (19-20points)	

<p><u>Positive Reinforcement:</u> (20 pts)</p>	<p>Descriptions of were not clear & thorough. Writing includes grammar, spelling, or typographical errors.</p> <p>(0-14 points)</p>	<p>Descriptions of how you will use positive reinforcement in your classroom to encourage appropriate behavior at school were not clear and thorough.</p> <p>(15-16 points)</p>	<p>Clearly describes how you will use positive reinforcement in your classroom. Writing includes grammar, spelling, or typographical errors.</p> <p>(17-18 points)</p>	<p>Clearly describes how to use positive reinforcement in your classroom to encourage appropriate behavior at school. Writing does not include grammar, spelling, or typographical errors.</p> <p>(19-20 points)</p>	
<p><u>Parent/ Guardian Communication:</u> (20 pts)</p>	<p>Descriptions are not clear and thorough: forms of communication that you will use; how you will report student behavior to the parents/guardians; types of student behaviors that you will report, how parents/guardians will contact you with questions or concerns. Writing includes grammar, spelling, or typographical errors.</p> <p>(0-14 points)</p>	<p>The descriptions of the following are not clear and thorough: the forms of communication that you will use to communicate with the students' parents/guardians; how you will report student behavior to the parents/guardians; the types of student behaviors that you will report to them, how the parents/guardians will contact you if they have questions or concerns.</p> <p>(15-16 points)</p>	<p>Clearly describes the following: the forms of communication that you will use to communicate with the students' parents/guardians; how you will report student behavior to the parents/guardians; the types of student behaviors that you will report to them, how the parents/guardians will contact you if they have questions or concerns. Writing includes grammar, spelling, or typographical errors.</p> <p>(17-18 points)</p>	<p>Clearly describes the following: the forms of communication that you will use to communicate with the students' parents/guardians; how you will report student behavior to the parents/guardians; the types of student behaviors that you will report to them, how the parents/guardians will contact you if they have questions or concerns. Writing does not include grammar, spelling, or typographical errors.</p> <p>(19-20 points)</p>	
<p>Comments:</p> <p><i>One or more grammar, spelling, or typographical errors may result in a deduction of up to 10 point of total points awarded.</i></p>				<p>Total Points</p>	

Professional Portfolio Rubric (70 pts)

Name _____

Date _____

Criteria	Unacceptable 0	Developing 1	Acceptable 2	Exemplary 3	Points
<u>Professional Portfolio Shell</u> (20 pts)	The professional portfolio is incomplete or not submitted. (14 points & below)	The professional portfolio is missing sections/dividers. (15-16 points)	The professional portfolio does not appear attractive or professional. Missing aspects of organization: sheet protectors, typed dividers, and/or table of contents. (17-18 points)	The professional portfolio appears attractive and professional. Includes labeled dividers (typed): Philosophy, Classroom Management, Assessment Plan, Field Experiences, Professional Development. Includes a typed table of contents, a typed cover sheet on front of notebook, and clear sheet protectors on all pages. (19-20 points)	
<u>Philosophy</u> (10 pts)	The philosophy of education and/or divider/section is not included in the portfolio. (6 points and below)	The philosophy of education is not complete. (7 points)	The philosophy of education section is not clearly labeled and/or lacks organization. The philosophy lacks reflection of the student's views of education. The writing is not focused or veers off topic. (8 points)	The philosophy of education section is clearly labeled (typed). A copy of the philosophy of education assignment is included within the appropriate section. The philosophy reflects the student's views of education and is focused on the topic. (9-10 points)	
<u>Classroom Management</u> (10 pts)	The classroom management assignment and/or divider/section is not included in the portfolio. (6 points and below)	The classroom management assignment is not complete. (7 points)	The classroom management section is not clearly labeled and/or lacks organization. The classroom management assignment is not corrected (based on instructor feedback and grading). (8 points)	The classroom management section is clearly labeled (typed). The classroom management assignment is corrected (based on instructor feedback and grading) and included within the appropriate section. (9-10 points)	
<u>Assessment Plan</u> (10 pts)	The assessment plan article and/or divider/section is not included in the portfolio. (6 points and below)	The case study assignment is not complete. (7 points)	The section is not clearly labeled and/or lacks organization. The case study is not corrected (based on instructor feedback and grading). (8 points)	The assessment plan section is clearly labeled (typed). The case study is corrected (based on instructor feedback and grading) and included within the appropriate section. (9-10 points)	
<u>Field Experience</u> (10 pts)	The directed observation assignment &/or context of learning &/or divider/section is not included. (6 points and below)	The section includes an incomplete directed observation assignment or an incomplete context of learning assignment. (7 points)	The section is not clearly labeled and/or lacks organization. The context of learning assignment was not corrected based on instructor feedback. (8 points)	The field experience section is clearly labeled (typed). Includes the directed observation assignment and the context of learning assignment (corrected based on instructor feedback) (9-10 points)	
<u>Professional Development</u> (10 pts)	Proof of enrollment in STEA, proof of attending other forms of professional development, and/or divider/section is not included. (6 points and below)	The section does not include proof of at least one form of professional development. (7 points)	The professional development section is not clearly labeled and/or lacks organization. (8 points)	Includes proof of enrollment in STEA & any proof of attending the following: educational conferences/meetings, school meetings, parent orientations/conferences, PTO meetings. (9-10 points)	
Comments:				Total Points	
<i>One or more grammar, spelling, or typographical errors may result in a deduction of up to 10 point of total points awarded.</i>					