The University of Texas at Tyler
College of Education and Psychology
School Education

Classroom Management

Course Prefix and Number: **EDUC 5335**
Semester: Fall 2020
Credit: 3 hours
Course Meeting/Room: Online

Instructor Information: Staci Zolkoski, PhD
Office: BEP 241
Office Hours: Monday 9:00 a.m. -10:30 p.m., Tuesday 10:00 a.m. – 12:30 p.m., and other days by appointment
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Course Catalog Description: Designed to provide 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.

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 PBIS strategies	Instructor feedback Online activities Exam	**TES:** 1(C)(i)(ii), 4(A)(iii) **INTASC:** 2, 5
Demonstrate an understanding of youth violence and school safety	Article readings	Instructor feedback	**TES:** 4(A)(ii)(iii)

including issues of bullying and teacher influence upon it			**INTASC**: 3
Demonstrate an understanding of classroom management concepts that facilitate learning during lesson implementation.	Textbook and article readings PBIS strategies Online activities	Instructor feedback Online activities Exam Portfolio	**TES:** 1(A)(ii), 1(C)(i), 1(D)(i)(iii), 3(A)(iii) **INTASC**: 4, 5
Assess student behavior in a functional learning environment to identity behaviors that interfere with learning.	PBIS strategies Textbook and article readings FBA activities Online activities	Instructor feedback Online activities Exam FBA activities Portfolio	**TES:** 5(A)(ii), 5(C)(i)(ii) **INTASC**: 6
Develop and implement behavior change objectives to decrease behaviors that interfere with learning.	PBIS strategies Textbook and article readings FBA activities Online activities	Instructor feedback Online activities Exam FBA activities Portfolio	**TES:** 2(C)(iii), 5(A)(ii), 5(C)(i), 5(D)(i) **INTASC**: 1, 2, 6
Describe personal traits that may affect interactions with students.	PBIS strategies Textbook and article readings Online activities FBA activities	Instructor feedback Online activities Exam Portfolio	**TES:** 4(A)(ii) **INTASC**: 9
Identify and implement ways to modify curricula, materials, and the environment to accommodate individual differences.	Textbook and article readings Examination of FBAs Online activities Large and small group discussions	Instructor feedback FBA activities Online activities Exam Portfolio	**TES:** 1(C)(i), 2(B)(i), 5(A)(ii), 5(C)(i), 5(D)(i)(ii) **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 Textbook and article readings Online activities	Instructor feedback Online activities Exam Portfolio	**TES:** 2(C)(iii), 4(A)(i)(ii)(iii), 4(C)(i)(ii)(iii), 4(D)(i)(iii) **INTASC:** 3, 5, 10
Provide evidence of skills in interacting with students and families of diverse backgrounds.	Textbook and article readings Online activities	Instructor feedback Exam Portfolio	**TES:** 4(D)(iv), 6(B)(ii)(iii) **INTASC:** 10

Evaluation and Grading:

Maximum Points

1. Module Quizzes   100 points
2. Exam   100 points
3. Online Activities   300 points
4. Online Certifications   105 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

Grading is based on your accumulated score as a percent of the total cumulative score available. ***You can keep track of your grades via Canvas.*** Turnaround time for grading is one week. ***It is my policy not to discuss grades via email. If you need to discuss grade issues, please schedule a time you can visit with me in my office.***

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

- *Teaching with Love & Logic 16th edition* (Fay & Fay, 2016) ISBN978-1-942105-23-7
- *Teaching Behavior: Managing Classrooms Through Effective Instruction* (Scott, 2017) ISBN 978-1-5063-3749-4
- *Classroom Management for Academic Success 14th edition* (Canter, 2005) ISBN: 9781936763429
- *First Days of School* (Wong & Wong, 2018) ISBN: 9780976423386

 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 no later than September 30th:

a) **Texas Behavior Support Initiative (TBSI) - General Participant**: Session Id: TBD (We will enroll in the new session once released. However, the catalog description may be found at: https://www.escweb.net/tx_esc_04/catalog/session.aspx?session_id=949359

b) **Additional Mental Health Modules.**

6. Course Policies and Guidelines:

a. **Course Organization and Frequent Logins**
This course is organized into learning modules. The modules will open Sundays at 11:59 p.m. and close Sundays at 11:59 p.m. Because this is an online course, on-campus attendance is not applicable. However, you must demonstrate self-motivation and be disciplined to complete the course activities and assignments in a timely manner. Thus, frequent (not less than once a week) logins to the course are expected.

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 at the top and centered on your paper. No other information is needed.
   - **Upload written assignments on the Canvas website under the assignment tab**

c. **Late Work** Because this is an online class, you have a lot of flexibility in where and when you complete many of your assignments. You have many opportunities to submit the assignment on time throughout the week. It is expected that assignments be turned in on time. An assignment will be considered late if it is not turned in one the day it is due. Assignments should be submitted in the assignment folder on Canvas. *Late assignments are not accepted unless prior arrangements have been made with the instructor.* Assignments and due dates are posted on the course syllabus.

d. **Criteria for all assignments** will be 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.

e. **All work must be your own!** Work must be based on your own thoughts and words. Plagiarism is taken very seriously and will not be tolerated. Work will be submitted within a plagiarism detecting software.
   a. *TurnItIn 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.*

f. **People First Language/Class Etiquette**
   Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to use "people first" language at all times. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" and not "an autistic child.

g. **Safe Zone**
   I consider this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and

encouraged, provided you can agree to disagree. It is my expectation that ALL students consider the classroom a safe environment.

h. **Communication**
You'll need to log in to Canvas regularly (at least once a week) to view that week's assignments and check announcements. If you need to email, I normally respond to emails within 24 hours during the week, and up to 48 hours on a weekend. If you email me over a weekend, holiday break, or semester break, there may be a longer response time.

Also, it is my policy to discuss grades in a live, one-on-one meeting so that we can clearly communicate, and I can hear your perspective and you can hear mine as this promotes open dialogue. If you have questions about grades or your performance in this class, I'm happy to meet with you in a Zoom conference or if you reside close to our campus during a face to face office visit.

i. **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.

7 Week EDUC 5335 Classroom Management Schedule

The schedule will be posted the first day of 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, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), 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 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.