

UTTC Teacher Education

Syllabus

EDU 200 Classroom Management

Course Information

Year / Term: Fall 2016

Class Location / Room: ED B02

Days / Time: T-TH 9:00 a.m. – 9:50 a.m.

Instructor Information

Instructor: Leah Hamann, M.Ed.

Phone: 701-221-1380

Office Location: Education Building, Room 112

Office Hours: By Arrangement

E-Mail: lhamann@uttc.edu

Required Textbooks:

Wong, H. & Wong, R. (2009). *The First Days of School*. Fourth Edition. Wong and Wong Publications, Inc. ISBN 978-0-9764233-1-7

Course Description:

This course is designed to explore what effective teachers do to organize students, space, time, and materials so that teaching and learning can take place and the diverse needs of students can be met.

Prerequisite(s): None

Student Learning Outcomes:

Candidates will demonstrate the following knowledge and skills:	Assessment
1. Identify the characteristics of effective teachers.	<ul style="list-style-type: none">• Class Discussion• Learning Logs
2. Examine various means of organizing the physical environment for instruction.	<ul style="list-style-type: none">• Exam• Class Discussion
3. Research various theories and models of discipline in elementary classrooms, including those found to be most effective with Native American learners.	<ul style="list-style-type: none">• Midterm Articles• Classroom Management Philosophy
4. Develop a personal philosophy and plan for behavior management.	<ul style="list-style-type: none">• Classroom Management Philosophy
5. Explore means of increasing student learning and achievement.	<ul style="list-style-type: none">• Class Discussion• Learning Log Entries• Video Reflections

Institutional Learner Outcomes:

The institutional learner outcomes are designed to ensure students have experiences that help develop the abilities to communicate, problem solve, think critically and value diversity as citizens in a global society. The institutional learner outcomes are the foundation of learning that enable students to further their education, advance in their careers and develop within them an ability to be critical thinkers. In addition to mastering the content of college courses, students need opportunities to develop the ability to apply what they learn. Students are expected to have met this outcomes upon completion of their educational experience at UTTC.

The UTTC faculty members created four student learner outcome statements that are used to measure student learning across all courses. These outcome statements, and the competencies for each, are embedded in all course syllabi for general education and program-specific courses. The four institutional learner outcomes identify levels of proficiency in the areas listed below:

1. Communication
2. Critical thinking
3. Quantitative and scientific reasoning
4. Personal and social responsibility

STANDARDS & OUTCOMES

Objectives of the Course and How They Reflect Specific Components of North Dakota Teacher Standards and other Organizational Standards (Such as INTASC):


North Dakota ESPB Teacher Standards Related to Course Objectives 3b 3d 5a 5c

- 50015.3 Instruction
 - 3b. Adaptation to Diverse Students
 - 3d. Active Engagement in Learning
- 50015.5 Professionalism
 - 5a. Practices and Behaviors of Developing Career Teachers
 - 5c. Collaboration with Families

Elementary Education Five-Year Course Assessment Schedule (Standards Assessed Fall 2015)

State Standard & Program Outcome	Assessment/Assignment	Required Artifacts for Portfolio
50015.5 <i>Professionalism</i> 5a. Practices and Behavior of Developing Career Teachers	Required reflections	<ul style="list-style-type: none"> • Reflections
<i>Program Outcome: 4</i> Empowerment, Equity, & Inclusion	Required reading and reflection logs on assigned reading and completed philosophy that includes a welcome letter to future students' families	<ul style="list-style-type: none"> • Classroom Management Philosophy • Welcome Family Letter

United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

Relevance is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practica in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

Course Requirements

- o Attend all class sessions.
- o Complete all readings, activities, and projects assigned by the instructor.
- o Participate fully and effectively in class activities.
- o Complete all exams and quizzes

Grade Requirements

Evaluation will be determined by completion of all requirements, attendance, and participation in class.

The quality of work submitted will be a major factor. Each activity and assignment is designated specified points. The grade will be based upon the criteria delineated below.

- Writing is expected to be at the collegiate level.
- All assignments should be typed.
- 10% of the total will be deducted if they are not.

Scholarship, attitude, initiative, cooperation, and improvement will also be considered.

Evaluation of Student Performance (Including Grading Policy)

Evaluation Criteria: A course grade is earned based on the percentage of possible points and will follow the UTTC grading system. The following breakdown of percentage points earned:

50% Projects & Assignments 30% Course Participation 20% Assessments

A	90-100%	C	70-79%
B	80-89%	D	60-69%
		Failing	Below 60%

Submission of Assignments

Teacher candidates will be expected to submit all required documents as a hard copy to the instructor unless requested to send assignments electronically. It is essential that you save an electronic version of all your assignments for this class. A thumb drive (flash drive) with at least 2GB should be utilized.

Writing Style

All reports and presentations are required to be typed and have a cover page indicating:

- Candidate’s name
- Title of their paper or presentation, and
- Date that the assignment is due

At the lower portion of the cover page include:

- The name of the course
- Add the Teacher Education Department slogan: **“Preparing competent, Caring Teachers”**
- Instructor’s name

- ❖ When typing use Times New Roman, Arial, or Courier text style size 12
- ❖ Double-spacing the body of your assignment is a must with deduction of points if not followed.
- ❖ Include a reference page if necessary.
- ❖ Points will be deducted from assignments that do not have a cover page and the required information.

Your Name
Title of Assignment
Due Date

Classroom Management
Preparing Competent, Caring Teachers
Leah Hamann

CANDIDATES ACCOUNTABILITY AND ASSESSMENT OF LEARNING

Reading Guides

Reading guides will be assigned throughout the course to ensure that the teacher candidate is reading the assigned literature of the text and supplemental readings.

Learning Log

In a spiral bound notebook candidates will make written responses to activities and reflect on their learning as directed by the instructor. Students should bring their learning logs to class on a daily basis. Learning logs will be collected and evaluated periodically.

Exams/Quizzes

Periodically teacher candidates will be assessed of their understanding of information related to the course.

Video Reflection Notes

Teacher candidates will preview videos assigned during course meetings. Candidates will generate notes with a final reflection upon the completion of each video as it relates to their own classroom management practices.

Conference Attendance

To support the UTTC motto, “Leadership Begins Here”, all students are required to participate in the United Tribes Technical College Tribal Leader Summit & Trade Show September 6 – 8, 2016 at the Bismarck Event Center. Students are expected to be at the Summit from 1 PM – 3 PM on Tuesday and 9 AM – 3 PM on Wednesday and Thursday. Bussing to and from the campus will be provided. Sign in sheets will be available at the registration tables for all students to sign upon arrival and again at departure. Bussing to and from the campus will be provided.

For each session attended, the student is expected to write 3-4 sentences that connect the presentation to the “Tribal leadership” theme. Include the name of the presenter, a brief description of the content presented, presenter style, and a session-related reflection connecting the theme to something you learned. Visiting the exhibit hall can be included as a session. The reflection paper is considered an assignment for each one of the students’ courses and is recorded as either points or a letter grade. One reflection paper can be submitted for multiple courses.

Major Project– Field Trips

There will be two “off-campus” field trips to local elementary schools that will be organized for the entire group to attend. Candidates will be required to address specific questions based on their observations. All candidates are expected to attend each field trip. Due to the nature of these field trips any candidate missing will not be able to “make-up” an observation due to absence.

Midterm Project – Journal Article Summary

Students will find an article in a journal or magazine that interests them and is related to classroom management issues as they related to diverse students with a special focus upon Native American populations. (See the Table of Contest in THE FIRST DAYS OF SCHOOL for ideas.) Read and make a copy of the article to hand in with the paper. Create a cover page with the name of the student, the course title, and the date.

Write a two-page, double-spaced, 12 pt. font paper as follows:

Summary, page one: Give the title, author, and date of publication of the article, as well as the name of the journal or magazine in which it was found. In your own words, write a summary of the article, telling what it is about, main ideas and information, research findings, etc.

Personal Reaction, page two: Write why you chose this particular article and what your reaction is to it. If you have personal experiences or opinions relating to the article, tell about them ... why you agree or disagree with the article, etc.

© **Portfolio Projects – Classroom Management Portfolio**

Each student will write the following papers and compile them into a portfolio:

1. My Personal Philosophy Script on Classroom Management
2. A Letter to Families Explaining My System of Classroom Management

Extra Credit

There is no extra credit available for this course.

RUBRICS

Reflection, Learning Log, Classroom Observation Rubric

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Points
Clarity:	The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.	Minor, infrequent lapses in clarity and accuracy.	There are frequent lapses in clarity and accuracy.	Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.	
Relevance:	The learning experience being reflected upon is relevant and meaningful to student and course learning goals.	The learning experience being reflected upon is relevant and meaningful to student and course learning goals.	Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.	Most of the reflection is irrelevant to student and/or course learning goals.	
Inter-connections:	The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.	The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.	There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.	There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences	
Mechanics:	Written work has no major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work is relatively free of errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work has several major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work has serious and persistent errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	
Deadline Timeliness:	Reflection was submitted on due date and during class.		Reflection was submitted before 5:00 of due date.	Reflection was submitted after 5:00 p.m. of due date and before the next class meeting.	
Due date: Late submission:					Total Points /20

POLICIES

Attendance

Attendance and punctuality are requested and expected – this means attendance is mandatory; it is part of professionalism.

Much of the content of this course occurs in class. All absences will have a negative impact on your final grade as you miss lecture, group discussion, and work completed during your absence.

The instructor of this course will count the learner fully absent from class if they arrive **fifteen (15) minutes after** the posted start time.

All absences regardless of situation are noted as unexcused in the Jenzabar system.

It is understood that things occur that are out of your control and one cannot be prepared for the unexpected. Therefore, if you are aware of an upcoming absence or if an unexpected event occurs and you are unable to contact your instructor a “note of absence” will be provided within Jenzabar that states your reason for an absence. Notable absences are granted only for the following reasons:

- personal illness,
- the illness of a dependent,
- the death or funeral of an immediate family member,
- or required attendance at an official college activity



Work or activities for other classes are not excused. To be classified as excused, the absence must be officially documented (for example, an illness must be documented by a doctor’s note). If you will be absent due to trips or conferences (i.e. AIHEC) sponsored by the college, you must notify your instructor in writing (not by email) no later than one week **prior** to the absence so we can work out schedule rearrangements. You will not be penalized for official absences. **This attendance policy is non-negotiable.**

Addressing Candidate Tardiness

Candidates must be seated and ready to begin class at the scheduled time. Promptness and even early arrival is recommended. Tardiness is unprofessional and will be recorded and closely monitored by the instructor of the course. **Both tardiness and early departure from class are forms of absenteeism.**

Teacher candidates are required to sign in at each class meeting. The sign in sheet will indicate the time in which a candidate arrives and includes the time of any candidate’s early departure. Participation points are awarded based on the amount of time the student has been present for the scheduled class time.

Three (3) documented late arrivals (tardiness) will constitute one (1) absence and a staffing will be held with the instructor of the course in which an attendance contract will be developed. If the tardiness continues to persist the teacher candidate may be required to drop the course.

The instructor of this course will count the candidate fully absent from class if they arrive **fifteen (15) minutes after** the posted start time.

Expect class to last the entire scheduled time. Candidates may not leave class early without a valid excuse or without having made arrangements with the instructor. The act of leaving prior to the end of class is unacceptable and will be treated in the same manner as a tardy.

Things to keep in mind:

- Note that tardiness is disrespectful to the other candidates, instructor, and yourself.
- If you have children that attend school (elementary, day care) please allow a half hour to drop them off prior to your class.
- Valuable information is generally presented in the first 10 minutes of class.
- If you must leave the class for any reason please do so as quietly as possible.

Appropriate Dress:

You may dress casually when we have regular class; however, when we have guest speakers or if you are teaching and/or presenting, you must dress professionally. This means dress slacks, dress shirts and ties for men and dresses with hose, dress slacks, and appropriate blouses for women.

Policy for Late Submission:

Each candidate is responsible for obtaining the necessary information required in the event of an absence. It is the candidate's responsibility to contact one of your peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements must be completed by the due date. **Late work will not receive full credit.** All late work (which has been arranged with the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

Midterm and Final Projects/Assignments – Ample amount of time will be given to teacher candidates to complete midterm and final artifacts; therefore midterm/final projects, assignments and/or tests must be completed and submitted by the designated due date and time. Only hardship cases will be considered.

Withdrawal from Class:

Withdrawal from class after November 10, 2016 results in an automatic “F” grade for the course.

Plagiarism and Academic Integrity:

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work, you cannot let your friends prepare your assignments, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

Incompletes

A grade of I (Incomplete) will be recorded when a student is making progress in classes, but is unable to complete course requirements for reasons beyond his/her control and after negotiation between the instructor and the students about how the course can be completed. Except for emergencies, such as exceptional personal illness, a death in the family, or other unforeseeable circumstances, a student must contact their instructor within two weeks prior to an event or events that they feel would interfere with their ability to attend class and finish the semester successfully. A current minimum of a ‘C’ grade is required for the student to receive an Incomplete in that course.

Copies of the negotiated agreement will be filed with the Registrar, the advisor, and the student. Students have two weeks into the succeeding semester to complete the necessary work. A “last-minute effort” to complete a course by the student with a history of poor attendance or poor performance is not a viable reason to report an incomplete grade.

It is the student's responsibility to request an incomplete grade. It is also the advisor's responsibility to make sure the student understands this option. Students must contact their instructors within two weeks of other circumstances they feel would interfere with their ability to attend class and finish the course successfully. The incomplete grade must change to a grade by the date announced by the Registrar or else it converts to an “F”.

Cell Phones:

Out of respect and courtesy to your fellow students, your instructor, and yourself, please leave your cell phone off during class. If you absolutely must leave it on, please turn off the sound and use the silent ring mode. **Texting and checking your cell phone is a distraction and a sign of disrespect. Please do not text in class.** If a student continues to misuse their cell phone a staffing will be held.

Background Checks:

All Teacher Education candidates go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

Extra-curricular Activities:

Academic achievement is a top priority in Teacher Education. If you are involved in extracurricular activities, you must be keeping up with your studies or instructors will not approve travel. Our job is to ensure that you have every opportunity for academic success by attending classes and completing assignments.

Students with Disabilities:

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Office of Disabilities Services coordinates reasonable support services, accommodations, and appropriate referrals aimed at removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services office located in the Education Building Room 123B (first floor). The DSS department can also be reached at 701.255.3285 ext. 1516.

Special Assistance:

I am available by appointment. If you have any questions or concerns, arrange an appointment with me as soon as possible. Don't wait until the semester is almost over!

There is tutoring available for all candidates if needed. If you feel you would benefit from working with a tutor, please let me know and I will assist you in making arrangements. I encourage you to take advantage of this assistance if you feel you would benefit from it.

Programmatic Procedures:

In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for external review. This means that the instructor of this course may be asked to provide samples of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

Class Cancellation Policy

In every situation, the decision to cancel classes is taken very seriously. The reputation of the College and the integrity of the academic program rely on every class being conducted according to the schedule. On the course schedule for this syllabus, the dates you will not have class are identified. These are circumstances that your instructor is aware of at the beginning of the semester when the campus is closed or the instructor and/or students have other commitments.

On rare occasions, there are unexpected emergencies that require class to be cancelled. If you want your instructor to contact you prior to class to let you know of a cancellation, be sure the instructor has your current phone number. Otherwise, if your instructor is not able to come to class, one of the other Teacher Education instructors will cover to make sure you get the educational experience you deserve.

TENTATIVE SCHEDULE

Wong Text Pre-service Teacher Resource	Charles/Senter Text – Instructor Resource
<u>AUGUST</u> Course Introduction Unit A- Basic Understandings- The Teacher	<u>AUGUST</u> Chapter 1
<u>SEPTEMBER</u> Test-Unit A Unit B- First Characteristics...Positive Expectations	<u>SEPTEMBER</u> Chapters 5, 11, 12, 13
<u>OCTOBER</u> Test- Unit B Unit C- Second Characteristic...Classroom Management (MIDTERM WEEK)	<u>OCTOBER</u> Chapters 3, 4, 2
<u>NOVEMBER</u> Test – Unit C Unit D- Lesson Mastery	<u>NOVEMBER</u> Chapters 6, 7, 9, 10
<u>DECEMBER</u> Classroom Management Philosophy	<u>DECEMBER</u> Chapter 8, 14

The disclaimer – This syllabus may be adapted to meet the needs of the class and schedules of outside resource persons necessary to meet the objective of the class

SYLLABUS SIGNATURE PAGE

Course Title: Classroom Management

Course Number: EDU 200

Credit Hours: Two (2)

Instructor: Leah Hamann

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

Student's Printed Name

Student Signature

Date