

UTTC Teacher Education

Syllabus

EDU 200 OL Classroom Management

Course Information

Year / Term: Fall 2016

Class Location / Online

Days / Time: Online

Instructor Information

Instructor: Leah Hamann

Phone: 701-255-3285 ext. 1380

E-Mail: lhamann@uttc.edu

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.

Course Requirements

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

Course Outcomes

<i>Through participation in this class the teacher candidates will:</i>	<i>Assessment</i>
1. Identify the characteristics of effective teachers.	<ul style="list-style-type: none">● Class Discussion● Comprehension Questions
2. Examine various means of organizing the physical environment for instruction.	<ul style="list-style-type: none">● Comprehension Questions● 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">● Online 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● Comprehension Questions

Classroom Management

Required Texts

Wong, H. & Wong, R. (2009). The First Days of School. 4th Edition. Wong and Wong Publications, INC. ISBN 978-0-9764233-1-7

Charles, C.M. & Senter, Gail W. (2012). Elementary Classroom Management. 6th Edition. Pearson Education, Inc. ISBN 0-13-705541-2

Institutional Learner Outcomes:

Graduates of UTTC will...

1. Demonstrate knowledge of tribal values within historical, geographic, social, political and economic contexts;
2. Enter the workforce prepared to succeed;
3. Communicate effectively;
4. Think critically;
5. Search, process, present and distribute information using various modes of current technology;
6. Practice and promote wellness and healthy lifestyles; and
7. Advocate life-long learning.

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 practice 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.

Classroom Management

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 Standard and Program Outcome Assessment
Instruction

3b. Adaptation to Diverse Students

Program Outcome 1: To provide the content knowledge necessary for effective teaching and learning (Core Beliefs 3 and 5; Relevance, Responsibility; INTASC Standards 1 and 7);

50015.5 Professionalism

5a. Practices and Behaviors of Developing Career Teachers

Program Outcome 4: To promote a deep respect for diversity demonstrated in candidates' belief that all students can learn (Core Belief 4; Relatedness, Respect; INTASC Standards 3, 4 and 7);

Relationship between ND Standards/Classroom Activities/Assessment

ND ESPB Teacher Standard(s)	Classroom Activities	Assessment/Assignment	Required Artifacts for Portfolio
50015.3 Instruction 3b. Adaptation to Diverse Students	Discussion and candidate reflection.	Required reading and comprehension questions on assigned reading and completed philosophy.	<ul style="list-style-type: none"> • Classroom Management Philosophy
50015.5 Professionalism 5a. Practices and Behaviors of Developing Career Teachers	Discussion and candidate reflection.	Required reading and comprehension questions on assigned reading and completed philosophy.	<ul style="list-style-type: none"> • Reflective Logs • Journal Article Summary • Philosophy

Grading 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.

Classroom Management

Evaluation of Student Performance (Including Grading Policy) Grades

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

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

50% Projects and Assignments

50% Course Participation

SUBMISSIONS OF ASSIGNMENTS

Teacher candidates will be expected to submit all required documents as an email attachment to the online course instructor. It is essential that you save an electronic version of all of your assignments for this class. A thumbdrive (flashdrive) with at least 2 GB 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

Your Name
Title of Assignment
Due Date

Classroom Management
Preparing Competent, Caring Teachers Leah
Hamann

**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.

Classroom Management

CANDIDATES ACCOUNTABILITY AND ASSESSMENT OF LEARNING

☑ **Comprehension Questions**

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.

☑ **Discussion Room Conversations/Active Attendance**

Teacher candidates should be actively engaged in responding to all discussion room questions. Highly reflective and critical thinking practices should be practiced to ensure an accurate assessment of student learning is presented to the course instructor.

- Timeliness of initial responses and following responses to other online colleagues is essential and expected.
- Each response should be respectful of the other learners. It is OK to disagree with others or your instructor. It is **not** OK to put others down for their opinions or ideas.
- The online discussion room is similar to the face-to-face classroom discussion, only it happens asynchronously. In other words, the learners do not all have to be in the same place at the same time. Keep in mind the same courtesy and language rules that apply to a face-to-face classroom.
- In an online discussion room, others might not read what you wrote in the attitude and tone you mean it to read. ALL CAPITAL LETTERS is the same as shouting online. Bold and italic lettering place emphasis on words.
- You do not need to write in academic language, but you should proof your writing before you post it.
- Your messages need to be clear. Remember, the use of humor can be a little tricky online because no one can see your body language.
- No "off-color" jokes are acceptable.
- Attendance is taken in two ways, your timely participation in collaboration forum and submitting your assignments on time.
Present +1Responding to the instructor's posted question(s) by module deadline.
Present +1 Responding to two peers postings by module deadline
Present +1Submitting required assignments in coursework for the module by module deadline

Absent -1not responding to the instructor's posted question(s) by module deadline
Absent -1not responding to two peers postings by module deadline
Absent -1not submitting required assignments in coursework for the module by module deadline

Ⓢ **Journal Article Summary**

Candidates will be provided an article that relates to classroom management strategies. A general form will be provided for teacher candidates to complete.

Ⓢ **Portfolio Projects - Classroom Management Portfolio**

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

1. My Personal Philosophy on Classroom Management
2. My Discipline Plan
3. A Letter to Parents Explaining My System of Classroom Management
4. A List of Web-Based Classroom Management Resources

Extra Credit – There is no extra credit available for this course.

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.

Classroom Management

POLICIES

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 the course instructor as soon as they anticipate that they are not able to meet an assignment deadline.

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 submitted to the instructor on the date in which the instructor determines.

Withdrawal from Class:

Withdrawal from class after November 10, 2015 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

An "Incomplete" grade is not given unless there are extenuating circumstances and if at least 75% of the overall coursework has been completed by the student. An incomplete will only be considered on the basis of a written request by the student, consideration of the instructor, and approval from both the Teacher Education Department Chair and UTTC Registrar.

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!

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.

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

Classroom Management
