Classroom Management
EDUC 3162
Course Syllabus
Fall 2012

Syllabus revised 8/25/12 and may change to meet the needs of the students and course.

Instructor: Paul Nagel, Ph.D

Class times and location: MW 8:00 a.m.-2:20 p.m.
Wichita Falls ISD – MSU Room, Cunningham Elementary

Office Hours: TR 10 a.m. – Noon. Other times by appointment.
(Make appointment to reduce potential for waiting.)

Offices: Room 206, Ferguson Building
Cunningham Elementary School

Phone: (940) 397-6264 (MSU)

E-mail: paul.nagel@mwsu.edu
Email is the best way to contact me.

Required Texts & Readings


Readings as assigned by instructor

Conceptual Framework Overview

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learning Environment – Graduates of West College of Education (GWCOE) create
challenging, supportive, and learner-centered environments in diverse settings

- Individual Development - GWCOE demonstrate knowledge of individual differences in growth and development
- Diverse Learners - GWCOE recognize the value and challenges of individual differences:
- Reflection - GWCOE engage in individual and group reflection to improve practice.
- Collaboration, Ethics, Relationships - GWCOE develop positive relationships, use collaborative processes, and behave ethically.
- Communication - GWCOE communicate effectively both verbally and nonverbally through listening, speaking, reading, and writing.
- Professional Development - GWCOE actively engage in continuous learning and professional development.
- Strategies and Methods - GWCOE use a variety of instructional strategies aligned with content to actively engage diverse learners.
- Content Knowledge - GWCOE demonstrate mastery of the content area(s) and remain current in their teaching fields.
- Planning Process - GWCOE demonstrate effective planning as part of the instructional cycle.
- Assessment - GWCOE demonstrate formative and summative techniques to plan, modify, and evaluate instruction.

Course Description

This 2 hour credit course emphasizes management of the classroom to optimize student learning. The course focuses on the development of management skills such as active listening, reality therapy, and conflict resolution and is taken concurrently with EDUC 4102, 4202, 4302, or 5223. This combination of classroom management with the methodology courses allows the teacher to use management skills and strategies during the required field experiences of this block.

Course Objectives

The teacher candidate will acquire the necessary knowledge and skills to create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. The knowledge and skills will be developed within the following areas:

- Engaging student learning through appropriate instructional planning
- Creating an environment of respect and rapport
- Establishing an environment for learning and excellence
- Managing classroom procedures and student behavior
- Maintaining a physical and emotional environment that is safe and productive

(Adopted from the PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS; EC-GRADE 12)
Assessment

One measure of your success in the course will be determined by your success in demonstrating your knowledge of the skills and tools necessary to effectively manage the classroom.

As you complete the assignments for this class, you will demonstrate skills from the following six categories:

- Engaging student learning through appropriate instructional planning
- Creating an environment of respect and rapport
- Establishing an environment for learning and excellence
- Managing classroom procedures
- Managing student behavior
- Maintaining a physical and emotional environment that is safe and productive

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<table>
<thead>
<tr>
<th>Learning Module Objectives</th>
<th>Chapter Topics</th>
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<tbody>
<tr>
<td><strong>Learning Module 1: Instructional Development – Actively Engaging Students</strong></td>
<td><strong>Lesson Planning and Assessment</strong></td>
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</table>
| **Students** The beginning teacher knows and understands 1.2k the implications of students’ developmental characteristics for planning appropriate instruction; 1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners. The beginning teacher is able to 1.1s plan lessons that reflect an understanding of students’ developmental characteristics and needs; 1.4s plan instruction that motivates students to want to learn and achieve. The beginning teacher knows and understands 1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS). The beginning teacher is able to 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction. | *Understanding State Standards - TEKS*  
*Lesson Planning and Assessment*  
  - Objectives  
  - Assessment Plan  
  - Resources/Materials  
  - Plan  
  - Accommodations |
**Selection of Instructional Goals and Objectives**

The beginning teacher knows and understands:
1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
1.13k the importance of developing instructional goals and objectives that can be assessed;
1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs;
1.15k the importance of aligning instructional goals with campus and district goals.

**Assessment of Student Learning**

The beginning teacher knows and understands:
1.25k the role of assessment in guiding instructional planning; and
1.26k the importance of creating assessments that are congruent with instructional goals and objectives.

**Learning Module 2: Knowing the Learner and Vision**

**Creating an Environment of Respect and Rapport**

The beginning teacher knows and understands:
2.1k the importance of creating a learning environment in which diversity and individual differences are respected;
2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and
2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students.

**Establishing an Environment for Learning and Excellence**

The beginning teacher knows and understands:
2.4k the importance of communicating enthusiasm for learning; and
2.5k the necessity of communicating teacher expectations for student learning.

The beginning teacher is able to
2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and

<table>
<thead>
<tr>
<th>Chapter 1 Activities</th>
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<tbody>
<tr>
<td>- Read CHAMPS pp. 1-62</td>
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<tr>
<td>- Knowing the Learner</td>
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<tr>
<td>- Multiple Intelligences</td>
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<tr>
<td>- Learning Styles</td>
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<tr>
<td>- Struggling Learner</td>
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<tr>
<td>- Gifted Learner</td>
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<tr>
<td>- Long-range goals</td>
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<tr>
<td>- Guidelines for success</td>
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<tr>
<td>- Best/Worse Teacher Assignment</td>
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</table>
other elements of the classroom environment convey high expectations for student achievement.

<table>
<thead>
<tr>
<th>Learning Module 3: Organization and Management for Success</th>
<th>Chapter 2 Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining a Physical and Emotional Environment that is Safe and Productive</td>
<td>- Read CHAMPS pp. 63-106</td>
</tr>
<tr>
<td>The beginning teacher knows and understands:</td>
<td>- Daily Schedules</td>
</tr>
<tr>
<td>2.19k features and characteristics of physical spaces that are safe and productive for learning;</td>
<td>- Routines and Procedures</td>
</tr>
<tr>
<td>2.20k the benefits and limitations of various arrangements of furniture in the classroom;</td>
<td>- Positive Physical Space</td>
</tr>
<tr>
<td>2.21k procedures for ensuring safety in the classroom;</td>
<td>- Managing Paperwork</td>
</tr>
<tr>
<td>2.22k physical accessibility as a potential issue in student learning.</td>
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<tr>
<td>The beginning teacher is able to</td>
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<tr>
<td>2.18s organize the physical environment to facilitate learning.</td>
<td></td>
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<tr>
<td>Managing Classroom Procedures</td>
<td></td>
</tr>
<tr>
<td>The beginning teacher knows and understands:</td>
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</tr>
<tr>
<td>2.6k how classroom routines and procedures affect student learning and achievement.</td>
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<tr>
<td>2.11k non-instructional duties (e.g., taking attendance) and procedures for performing these duties effectively.</td>
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<thead>
<tr>
<th>Learning Module 4: Management Plan</th>
<th>Chapter 3 Activities</th>
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</thead>
<tbody>
<tr>
<td>Managing Student Behavior</td>
<td>- Read CHAMPS pp. 107-145</td>
</tr>
<tr>
<td>The beginning teacher knows and understands:</td>
<td>- Classroom Structure</td>
</tr>
<tr>
<td>2.14k appropriate behavior standards and expectations for students at various developmental levels;</td>
<td>- Rules and Corrective Consequences</td>
</tr>
<tr>
<td>2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom; and</td>
<td>- Disciplinary Referrals</td>
</tr>
<tr>
<td>2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior.</td>
<td>- Explore IRIS website</td>
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<tr>
<th>Learning Module 5: Expectations</th>
<th>Chapter 4 Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Classroom Procedures</td>
<td>- Read CHAMPS pp. 146-190</td>
</tr>
<tr>
<td>The beginning teacher knows and understands:</td>
<td>- CHAMPS classroom activity sheet</td>
</tr>
<tr>
<td>2.6k how classroom routines and procedures affect student learning and achievement;</td>
<td>- CHAMPS transition activity sheet</td>
</tr>
<tr>
<td>2.7k how to organize student groups to facilitate cooperation and productivity;</td>
<td>- Visual display</td>
</tr>
<tr>
<td>2.8k the importance of time management for effective classroom functioning;</td>
<td>- Read The Mean Kid</td>
</tr>
<tr>
<td></td>
<td>- Choice Activity: Bully-proofing</td>
</tr>
</tbody>
</table>
2.9k procedures for managing transitions; and 2.10k routines and procedures for managing and using materials, supplies, and technology.

**Managing Student Behavior**
The beginning teacher knows and understands:
2.14k appropriate behavior standards and expectations for students at various developmental levels.

**Learning Module 6: Launch**

**Communication**
The beginning teacher knows and understands:
3.1k the importance of clear, accurate communication in the teaching and learning process.

**Interacting and Communicating with Families**
The beginning teacher knows and understands:
4.2k appropriate ways for working and communicating effectively with families in varied contexts.

**Chapter 5 Activities**
- Read CHAMPS pp. 191-236
- Management Plan
- The Fist Days of School
- Special Circumstances
- Explore Harry Wong

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**Learning Module 7: Observe**

**Managing Student Behavior**
The beginning teacher knows and understands:
2.13k theories and techniques relating to managing and monitoring student behavior.

**Interacting and Communicating with Families**
The beginning teacher knows and understands:
4.2k appropriate ways for working and communicating effectively with families in varied contexts.

**Chapter 6 Activities**
- Read CHAMPS pp. 237-273
- Circulate and Monitor
- Use data to make decisions

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**Learning Module 8: Motivation**

**Creating an Environment of Respect and Rapport**
The beginning teacher knows and understands:
2.1k the importance of creating a learning environment in which diversity and individual differences are respected;
2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and
2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students.

**Engaging Students in Learning**
The beginning teacher knows and understands:
3.10k different types of motivation, factors affecting student motivation, and effective motivational

**Chapter 7 Activities**
- Read CHAMPS pp. 275-303
- Positive Relationships
- Intermittent Celebrations
- Positive Feedback
- Positive Interactions
- Website - Teacher Vision
- Read Self Efficacy and Motivation
- Read Our five basic needs: Application for understanding the function of behavior
- Kohlberg and Rafe Esquith
- Choice Activity: Motivation Written Paper

your classroom written report
Creating an Environment of Respect and Rapport
The beginning teacher knows and understands:
2.1k the importance of creating a learning environment in which diversity and individual differences are respected;
2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and
2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students.

Engaging Students in Learning
The beginning teacher knows and understands:
3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts.

Managing Student Behavior
The beginning teacher knows and understands:
2.13k theories and techniques relating to managing and monitoring student behavior;
2.14k appropriate behavior standards and expectations for students at various developmental levels;
2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior; and
2.18k appropriate responses to a variety of student behaviors and misbehaviors.

Maintaining a Physical and Emotional Environment that is Safe and Productive
The beginning teacher knows and understands:
2.23k students’ emotional needs and ways to address needs.

Managing Classroom Procedures
The beginning teacher is able to:
2.6s establish classroom rules and procedures to promote an organized and productive learning environment.

<table>
<thead>
<tr>
<th>Learning Module 9: Classwide Motivation</th>
<th>Chapter 8 Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating an Environment of Respect and Rapport</td>
<td>- Read CHAMPS pp. 305-354</td>
</tr>
<tr>
<td>The beginning teacher knows and understands:</td>
<td>- Developing systems to increase motivated behavior</td>
</tr>
<tr>
<td>2.1k the importance of creating a learning environment in which diversity and individual differences are respected;</td>
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<thead>
<tr>
<th>Learning Module 10: Correcting</th>
<th>Module 9 Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Student Behavior</td>
<td>- Read CHAMPS pp. 355-413</td>
</tr>
<tr>
<td>The beginning teacher knows and understands:</td>
<td>- Analyze Misbehavior</td>
</tr>
<tr>
<td>2.13k theories and techniques relating to managing and monitoring student behavior;</td>
<td>- Clarifying Responses to Misbehavior</td>
</tr>
<tr>
<td>2.14k appropriate behavior standards and expectations for students at various developmental levels;</td>
<td>- Classroom Management Plan</td>
</tr>
<tr>
<td>2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;</td>
<td>- Choice Activity: Behavior Website Reviews Written Paper</td>
</tr>
<tr>
<td>2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior; and</td>
<td>- Choice Activity: IRIS behavior interventions Response Paper</td>
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<tr>
<td>2.18k appropriate responses to a variety of student behaviors and misbehaviors.</td>
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<thead>
<tr>
<th>Learning Module 11: Comprehensive Behavior Management Plan</th>
<th>Management Plan Activities</th>
</tr>
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<tbody>
<tr>
<td>Maintaining a Physical and Emotional Environment that is Safe and Productive</td>
<td>- Classroom Management Plan</td>
</tr>
<tr>
<td>The beginning teacher knows and understands:</td>
<td>- IRIS website</td>
</tr>
<tr>
<td>2.23k students’ emotional needs and ways to address needs.</td>
<td><strong>Turned in on TK20.</strong></td>
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<td>- Clarifying Responses to Misbehavior</td>
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<td>- Choice Activity: Behavior Website Reviews Written Paper</td>
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<tr>
<td>- Choice Activity: IRIS behavior interventions Response Paper</td>
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<table>
<thead>
<tr>
<th>Management Plan Activities</th>
<th><strong>Turned in on TK20.</strong></th>
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<tbody>
<tr>
<td>- Classroom Management Plan</td>
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<td>- IRIS website</td>
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<tr>
<td>- Developing systems to increase motivated behavior</td>
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</tbody>
</table>
environment;
2.7s organize and manage groups to ensure that students work together cooperatively and productively;
2.8s schedule activities and manage class time in ways that maximize student learning; and
2.10s implement routines and procedures for the effective management of materials, supplies, and technology.

**Learning Module 12: Active Listening/Conflict Resolution/Parent Issues**

**Managing Student Behavior**
The beginning teacher knows and understands:
2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior; and
2.18k appropriate responses to a variety of student behaviors and misbehaviors.

**Module 9 Activities**
- The Acting Out Cycle
- Parent Conferences
- Other Behavioral Interventions

**Field Experience**

**Creating an Environment of Respect and Rapport**
The beginning teacher is able to:
2.1s interact with students in ways that reflect support and show respect for all students;
2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; and
2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.

**Establishing an Environment for Learning and Excellence**
The beginning teacher is able to:
2.4s communicate to all students the importance of instructional content and the expectation of high-quality work.

**Managing Classroom Procedures**
The beginning teacher is able to:
2.9s manage transitions to maximize instructional time.

**Managing Student Behavior**
The beginning teacher is able to:
2.15s consistently enforce standards and expectations

**Field Experience Activity**
- Observations and Contextual Factors
- Field Reflection Journal
- Shared Personal Practice Video Reflection
2.16s encourage students to maintain ethical work standards and monitor their own behavior; and
2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors.

Maintaining a Physical and Emotional Environment that is Safe and Productive
The beginning teacher is able to:
2.19s create a safe and inclusive classroom environment;
2.20s use effective strategies for creating and maintaining a positive classroom environment; and
2.21s respect students’ rights and dignity.

Assignment Value

All assignments must be typed (using a word-processing program), neat, double spaced, in 10 or 12 point cpi. A word processing program is available for student use in MSU Computer Labs.

Although content is of primary concern, appearance, grammar, composition, and spelling are considered in the determination of the final grade of each assignment. Each non-content error (typographical, spelling, grammatical, etc.) will result in a deduction.

Lesson Planning Assessment – 100 points

Learning Module Choice Activities – 50 points
Activities contained in the modules, including written assignments, account for this portion of your final grade. You may choose the activity which is of most interest to you. The choice activities include: Behavior Website Reviews and Reflection, IRIS Activity – Behavior Interventions and Reflection, Bullying – Plan and Reflection, Motivation Plan and Reflection

Group Chapter Presentations – 50 points

Classroom Management Plan – 100 points
Note: Classroom Management Plan is to be submitted through TK20 and evaluated by the rubric.

Best/Worst Teacher Reflection – 20 points

Contextual Factors Reflection – 50 points

Field Reflection Journal (3 entries) – 30 points
Attendance and Participation – 50 points

Final Exam – 50 points

Final Grade Possibilities – 500 points

Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93%-100%</td>
</tr>
<tr>
<td>B</td>
<td>86%-92%</td>
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<tr>
<td>C</td>
<td>78%-85%</td>
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<tr>
<td>D</td>
<td>70%-77%</td>
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<tr>
<td>F</td>
<td>below 69%</td>
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Grading Policies:

All assignments must be attempted to be eligible to receive an A or B. All field experience hours must be documented to be eligible to take the final examination and receive a passing grade in this course. Five points per day late will be deducted on all assignments. All assignments (including planning lesson, classroom management, journal entries etc.) will not be accepted three days past the due date unless there are extenuating circumstances.
Professionalism/Dispositions

As part of your preparation for becoming a teacher, you will be expected to act in a professional manner. This includes:

**Internship Experience:** Throughout your internship experience ask your mentor teacher to give you some constructive feedback to lessons taught and/or planned. Use this information to make changes in the remaining lessons. Always conduct yourself in a professional manner. Any missed field experience days will be made up on a different day of the week and will be coordinated with the mentor teacher.

**Attendance:** Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and absences are considered evidence of lack of dependability, and are taken seriously.

Course grades will be affected by each absence. Daily grades are given for class participation and in-class assignments. Daily work cannot be made up. I will only take responsibility for having handouts and materials at class on the day initially provided. If you have to be absent, be sure you have arranged for a peer to obtain materials for you. Call or email the appropriate professor/mentor teacher if you are going to be late or absent for lecture or internship.

Absences will cost you 5 points per class. Any absences beyond 3 will demonstrate the candidate's lack of professional responsibility and may result in the candidate being dropped from the course or issued a fitness alert. It is the candidate’s responsibility to make up any missed work.

**Participation:** It's not just enough to show up! Be prepared. Participate in class discussions and activities by making meaningful, thoughtful contributions. Be sure you don't monopolize discussions; actively include other class members. You must read all readings when assigned.

**Attitude:** Demonstrate the following dispositions essential for learning:

- curiosity (ask questions, look for additional information, probe, reflect);
- flexibility (take alternate points of view, venture new ideas; be open-minded and playful);
- organization (plan ahead);
- patience (take time to reason, be persistent in efforts);
- risk-taking (try things beyond current repertoire);
- care/passion (invest in ideas/process/product).

Be aware of how your attitude is conveyed to others (body language, conversation, neatness and completeness of work, willingness to assist and contribute, etc.). A sense of humor and ability to be flexible are crucial!
**Preparation:** Complete all assigned readings **before class** and be ready to fully participate in class activities. Complete written assignments on time. **Note:** Be sure and keep a back up of all work.

**Respect:** Be considerate of others. Do not talk while others are talking; do not use foul language; behave in an ethical manner. Remember we are guests in the Wichita Falls school district.

**Professional Development:** Remember that teaching requires a commitment to continual learning. Demonstrate your eagerness to learn outside of the classroom by reading professional journals and attending professional meetings when possible.

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**Academic Honesty**

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

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**Disability Support**

As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability and are registered with the Office of Disability, please let your instructor know to expect a letter from that office describing the accommodations to which you are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.