

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

**Classroom Management**

**Course Prefix and Number:** EDUC 5335  
**Semester:** Fall 2024  
**Credit:** 3 hours  
**Course Meeting/Room:** Online

**Instructor Information:** Staci Zolkoski, PhD

**Office:** BEP 241

**Office Hours:** Mondays 10:00-12:30p.m., Tuesdays 8:30-10:00a.m., and other days by appointment

**Zoom conference link:** <https://uttyler.zoom.us/j/8309886084>

**E-mail:** szolkoski@uttyler.edu

**Phone:** 903.565.5612

**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<br>(Including<br>Performance-<br>Based)       | Standards<br>Alignment                                              |
|--------------------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------------------|---------------------------------------------------------------------|
| Identify strategies of discipline and management that are appropriate to accommodate diverse learners. | Textbook readings<br><br>PBIS strategies | Instructor feedback<br><br>Online activities<br><br>Exam | <b>TES:</b><br>1(C)(i)(ii),<br>4(A)(iii)<br><br><b>INTASC:</b> 2, 5 |

|                                                                                                                             |                                                                                                     |                                                                                                 |                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Demonstrate an understanding of youth violence and school safety including issues of bullying and teacher influence upon it | Article readings                                                                                    | Instructor feedback                                                                             | <b>TES:</b><br>4(A)(ii)(iii)<br><br><b>INTASC:</b> 3                                                   |
| Demonstrate an understanding of classroom management concepts that facilitate learning during lesson implementation.        | Textbook and article readings<br><br>PBIS strategies<br><br>Online activities                       | Instructor feedback<br><br>Online activities<br><br>Exam<br><br>Portfolio                       | <b>TES:</b> 1(A)(ii),<br>1(C)(i),<br>1(D)(i)(iii),<br>3(A)(iii)<br><br><b>INTASC:</b> 4, 5             |
| Assess student behavior in a functional learning environment to identify behaviors that interfere with learning.            | PBIS strategies<br><br>Textbook and article readings<br><br>FBA activities<br><br>Online activities | Instructor feedback<br><br>Online activities<br><br>Exam<br><br>FBA activities<br><br>Portfolio | <b>TES:</b> 5(A)(ii),<br>5(C)(i)(ii)<br><br><b>INTASC:</b> 6                                           |
| Develop and implement behavior change objectives to decrease behaviors that interfere with learning.                        | PBIS strategies<br><br>Textbook and article readings<br><br>FBA activities<br><br>Online activities | Instructor feedback<br><br>Online activities<br><br>Exam<br><br>FBA activities<br><br>Portfolio | <b>TES:</b> 2(C)(iii),<br>5(A)(ii),<br>5(C)(i), 5(D)(i)<br><br><b>INTASC:</b> 1, 2, 6                  |
| Describe personal traits that may affect interactions with students.                                                        | PBIS strategies<br><br>Textbook and article readings<br><br>Online activities<br><br>FBA activities | Instructor feedback<br><br>Online activities<br><br>Exam<br><br>Portfolio                       | <b>TES:</b> 4(A)(ii)<br><br><b>INTASC:</b> 9                                                           |
| Identify and implement ways to modify curricula, materials, and the environment to accommodate individual differences.      | Textbook and article readings<br><br>Examination of FBAs<br><br>Online activities                   | Instructor feedback<br><br>FBA activities<br><br>Online activities<br><br>Exam                  | <b>TES:</b> 1(C)(i),<br>2(B)(i),<br>5(A)(ii),<br>5(C)(i),<br>5(D)(i)(ii)<br><br><b>INTASC:</b> 2, 3, 7 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                               |                                                                           |                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Large and small group discussions                                             | Portfolio                                                                 |                                                                                                        |
| 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<br><br>Textbook and article readings<br><br>Online activities | Instructor feedback<br><br>Online activities<br><br>Exam<br><br>Portfolio | <b>TES:</b> 2(C)(iii), 4(A)(i)(ii)(iii), 4(C)(i)(ii)(iii), 4(D)(i)(iii)<br><br><b>INTASC:</b> 3, 5, 10 |
| Provide evidence of skills in interacting with students and families of diverse backgrounds.                                                                                                                                                                                                                                                                                                                                                         | Textbook and article readings<br><br>Online activities                        | Instructor feedback<br><br>Exam<br><br>Portfolio                          | <b>TES:</b> 4(D)(iv), 6(B)(ii)(iii)<br><br><b>INTASC:</b> 10                                           |

## Evaluation and Grading

### Maximum Points

- |                          |            |
|--------------------------|------------|
| 1. Module Quizzes        | 100 points |
| 2. Exam                  | 100 points |
| 3. Online Activities     | 300 points |
| 4. Zoom Conferences      | 100 points |
| 5. Mental Health Modules | 110 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.**

**The last day to withdraw from courses is Thursday, September 26<sup>th</sup>.**

### **Required Text, Materials/Supplies, and Related Readings**

- √ *First Days of School* (Wong & Wong, 2018). 5<sup>th</sup> edition. ISBN 9780976423386
- √ *Teaching with Love and Logic: Taking Control of the Classroom* (Fay & Fay, 2016). 2<sup>nd</sup> edition. ISBN978-1-942105-23-7
- √ *Teaching Behavior: Managing Classrooms Through Effective Instruction* (Scott, 2017) ISBN 978-1-5063-3749-4

### **Suggested Book:**

- √ *Motivated to Learn* (Zolkoski, Lewis-Chiu, Lusk, 2023). ISBN-13: 978-1952812835

*A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook May also be available from an independent retailer, including an online retailer.*

### **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.

### **Communication**

To contact me via email, you may use the Canvas email. You may also email me at [szolkoski@uttyler.edu](mailto:szolkoski@uttyler.edu). Please note this is **not** a Patriots email address. I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. I work to reply to emails within 24 hours. While I will try to respond to emails over the weekend as promptly as possible, emails sent over the weekend might not be read until Monday morning. My preferred method of communication is **email**.

## Teaching Strategies

Strategies utilized in the delivery of the course will include various readings, lecture, discussion, group collaboration, and application activities/assignments.

## Class Participation

This course is designed as an online course. A scheduled Zoom conference will also be held. You are expected to complete all course activities and discussions on time and to the best of your ability.

## Additional Information

You will enroll in the following:

- a) **Google Site:** You will be creating a website where you will be sharing your classroom management plan.

## Course Policies and Guidelines

### 1) 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, centered at the top of your paper.
- **For all assignments submitted in Canvas, your name, date, class number, or any other information should NOT be included.**
- Upload written assignments on the Canvas website under the assignment tab.

- a) **Criteria for all assignments** will be available in class and 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.

**Classroom Management Portfolio:** Students will be creating a classroom management portfolio that will be posted on Google Sites. To ensure a professional product to use on their resume, students will have the opportunity to fix their portfolio assignments as many times as they would like for up to full credit on the assignment (**unless the original submission is not submitted on time**).

- b) **Late work:** It is expected that assignments and projects be submitted on time. **An assignment will be considered late if it is not turned in the day it is due.** You may turn in your assignment early. Late assignments are not accepted unless prior arrangements have been made with the instructor. Assignments and due dates are posted in Canvas.
- c) **Plagiarism.** Students need to use their own words when completing all assignments. A zero will be given for any assignment that is detected as being plagiarized. Students are subjected to a disposition or a failing grade in the course.

*Unicheck 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. Once you submit an assignment, you will get a report where you can see plagiarism detection and grammatical errors.*

- 2) **You are responsible** for all information given within each module and in the syllabus.
- 3) **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. Information on dispositions can be found under the attachments of the Course Information Page.

*According to The University of Texas at Tyler Office of the President, UT Tyler is committed to student success by providing a uniquely balanced student experience in an environment of innovative teaching shaped to serve and advance the educational, economic, technological, and public interests of East Texas and beyond. We aspire to be the primary educational and economic driver of East Texas.*

<https://www.uttyler.edu/president/missionstatement.php>

*Excellent teachers must aspire to encourage and engage students with a wide range of abilities, interests, and personalities. UT Tyler has the responsibility of guiding and evaluating teacher candidates' effectiveness, knowledge and skills, and professional habits using many instruments and methods to ensure the highest quality of teacher performance in the complex classrooms of the 21<sup>st</sup> century.*

*A professional disposition includes principles or standards reinforcing teacher candidates' success in school and in the classroom. Professional dispositions include values, professional ethics, honesty, responsibility, and social justice. These beliefs and attitudes shape how an educator interacts with colleagues, students, and families. Each semester*

*student dispositions are evaluated by course instructors and field supervisors in consultation with mentor teachers.*

### **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 21<sup>st</sup> 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](#).

### **Course Schedule**

7 Week EDUC 5335 Classroom Management Schedule

\*Subject to Announced Changes

| <b>Week</b>                                              | <b>Topics</b>                                                                                                                                                                                    |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1<br>August 26 <sup>th</sup> – September 1 <sup>st</sup> | Course overview<br><b>The Brain and Behavior</b> <ul style="list-style-type: none"><li>• Scott: Chapter 4 &amp; 5</li><li>• Work on Module Activities</li><li>• <b>Zoom Conference</b></li></ul> |
| 2<br>September 2 <sup>nd</sup> – 8 <sup>th</sup>         | <b>Building a Positive Classroom Environment</b>                                                                                                                                                 |

|                                                           |                                                                                                                                                                                                                            |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                           | <ul style="list-style-type: none"> <li>• Fay &amp; Fay: Chapters 7 &amp; 10</li> <li>• Wong &amp; Wong: Chapters 6 &amp; 9</li> <li>• Work on Module Activities</li> </ul>                                                 |
| 3<br>September 9 <sup>th</sup> – 15 <sup>th</sup>         | <b>Classroom Management: Rules and Procedures</b> <ul style="list-style-type: none"> <li>• Wong &amp; Wong: Chapters 10, 15, 16, &amp; 17</li> <li>• Work on Module Activities</li> </ul>                                  |
| 4<br>September 16 <sup>th</sup> – 22 <sup>nd</sup>        | <b>Classroom Management: Classroom Incentives and Consequences</b> <ul style="list-style-type: none"> <li>• Fay &amp; Fay: Chapters 1 – 5</li> <li>• Scott: Chapters 6, 10</li> <li>• Work on Module Activities</li> </ul> |
| 5<br>September 23 <sup>rd</sup> – 29 <sup>th</sup>        | <b>Being an Effective Teacher</b> <ul style="list-style-type: none"> <li>• Wong &amp; Wong: Chapters 1, 8, 22, &amp; 23</li> <li>• Scott: Chapters 1 &amp; 2</li> <li>• Work on Module Activities</li> </ul>               |
| 6<br>September 30 <sup>th</sup> – October 6 <sup>th</sup> | <b>Working with Students who Need Extra Support</b> <ul style="list-style-type: none"> <li>• Scott: Chapter 12</li> <li>• Fay &amp; Fay: Chapters 6, 8, &amp; 9</li> <li>• Work on Module Activities</li> </ul>            |
| 7<br>October 7 <sup>th</sup> – 12 <sup>th</sup>           | <b>Putting Everything Together</b> <ul style="list-style-type: none"> <li>• Complete oral exam</li> <li>• Submit your Electronic Portfolio</li> <li>• Complete of Online Mental Health Certifications</li> </ul>           |