



EDUC 4335.060
Classroom Management Fall 2025

INSTRUCTOR: Priscilla Gilpin, M. Ed.

OFFICE: BEP 244

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OFFICE HOURS: Tuesday: 11:00-12:00; Wednesday 11:00-1:00

Other days and times by appointment only.

CLASS MEETINGS: ON-LINE

Interaction with Instructor

My preferred method for you to contact me is via Canvas e-mail or pgilpin@uttyler.edu. Responses to emails will be made Monday through Friday within 48 hours unless out-of-office notification has been provided. Please note that I will not guarantee response to emails during weekends, holidays, or in the evenings.

Catalog Description: This course advances secondary/all-level students' understanding of strategies for classroom management in the secondary/all-level classroom.

Student Learning Objectives: In this course, the student will:

1. Examine how teachers mesh student experiences and backgrounds into effective teaching and learning environments.
2. Explore characteristics of safe and accessible learning environments

3. Investigate classroom procedures and routines found in effective teaching and learning environments.
4. Examine the influence of student engagement and motivation on student learning and behavior.
5. Explore effective classroom discipline plans.
6. Examine effective strategies for dealing with difficult student behaviors, personalities, and circumstances.
7. Examine effective documentation strategies for classroom management and discipline

Standards Matrix:

| Topic/Objective | Activities | Assessment (including performance based) | Standards Alignment |
|---|---|--|--|
| Analyze and create a classroom environment for effect classroom management that promotes learning for all students. | Group activities Discussion Board topics | Observation Graphic design rubric Written responses | TES: 4(A)(iii),B(i)(ii) ISTE: 5B INTASC: 3 |
| Recognize the importance of classroom routines and procedures for effective classroom discipline and learning. | Open-ended class activities Class discussions | Written responses Quizzes | TES: 4(C) (i)(ii) (iii), 6(D)(ii) INTASC: 3 |
| | | | |
| Analyze how demographics effect the teaching and learning environment. | Discussion Board topics Online/ Interactive Assignments Activities | Quizzes Observation Written assignment | TES: 4 (A) (i)(ii) (iii) INTASC: 1 & 2 ISTE: 5a,5c |

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|--|--|---|---|
| Research and create effective classroom discipline plans. | Behavior contract Discussion Board topics Written responses | Written responses Observation Quizzes | TES: 4(A)(iii), 4 (C) (i) INTASC: 3 |
| Research and analyze the importance of differentiate instruction for effective student learning. | Online/ Interactive Assignments Activities Critically analyze and develop a lesson plan Online/ Interactive Assignments Activities | Observation Written responses | TES: 1 (B) (ii), D (i), 2(B)(ii) INTASC: 1&2 |

Course Topics Overview

- What is classroom management? How is it different than classroom discipline?
- Research associated with classroom management
- Understanding adolescents and classroom management
- Creating safe and effective learning environments
- Establishing sound classroom routines and procedures
- Developing an effective discipline plan
- Using technology to assist in classroom management
- Working with difficult and challenging students
- Developing a documentation plan for classroom management
- Effective strategies for student behavior, motivation, and persistence

RequiredTextbook:

Smith, R. (2004). *Conscious classroom management: Unlocking the secrets of great teaching*. San Rafael, CA: Conscious Teaching Publications. ISBN:1-889236-50-0

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

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., Sugai, G. (2006). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children*, 31(3), 351-380.

Tomlinson, C.A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd edition). Alexandria, VA: ASCD

Course Requirements

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|--|----|
| • Discussion Board (3 @ 10 points) | 30 |
| • Classroom environment assignment | 75 |
| • Classroom routines and procedures assignment | 50 |
| • Classroom rules and consequences assignment | 50 |
| • Understanding school demographics assignment | 50 |
| • Differentiated Lesson Plan | 15 |
| • Online Chapter assignments 5@10 | 50 |
| • IRIS MODULE | 25 |
| • Wrapping it Up Video | 30 |

Total Points: **375**

---- These points are subject to change and may vary depending on circumstances.

Grading Scale

A = 90 – 100

B = 80 – 89.9

C = 70 – 79.9
D = 60 – 69.9
F – below 59.9

Turn Around Time for Grading:

- Online quizzes and activities: One week

It is my policy not to discuss grades via email. If you need to discuss grade issues, please visit with me in my office.

***Last Day to Withdraw from Courses , November 3rd**

COURSE POLICIES:

Participation - I view participation as being critical to the success of any course. I also view college students as adults who are entitled to make choices regarding their actions. I expect students to complete all assignments, whether graded or not, and to participate in all group discussion sessions. ***Lack of participation and engagement in class is noted as non-attendance.***

Out of Class Written Assignments - Specific requirements and guidelines for the research proposal will be distributed separately. In all cases, written assignments are expected to represent graduate quality work and to meet the following minimal criteria:

1. On Time
2. Word-processed, double-spaced
3. Free of typographical errors

Code of Conduct – I expect students in this course to conduct themselves as university students of graduate standing. I expect students to participate online and in online collaborative activities. I expect students to meet assigned deadlines. I expect students to behave in an academically honest manner. I reserve the right to penalize students who violate class policies.

The use of AI Statement:

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. **All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code.** Faculty and students must not use protected information, data, or copyrighted

materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. **You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.**

If an AI tool is used to generate any part of the content for an assignment, its contributions must be properly cited.

Attendance Policy: Attendance is essential. Points are earned through on-line discussions and collaboration via zoom. Please refer to the link on Dispositions:

<http://www.uttyler.edu/education/documents/Dispositions.pdf>

WRITTEN ASSIGNMENTS:

- All written assignments are to be completed in Microsoft Word and submitted in a timely manner. Deadlines are listed in the Modules section within Canvas.
- Please note that all written assignments must be submitted by midnight Central Standard Time on the due date.
- Prepare your assignment using Microsoft Word. Name your assignment with YOUR NAME and the assignment.
- All written assignments should be submitted through the assignment link available in Canvas. If your web connection is down for some reason, please contact me by phone to make arrangements to get the assignment submitted within the posted time constraints
- Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work.
- Late assignments will receive point reductions.

Email:

To communicate by email within the course with other participants or all participants, click the Communications link on the left side of the Canvas frame. Click Send E-mail to send a message. You are able to send messages to All Users or Select Users in the course, including the instructor.

My email address is pgilpin@uttyler.edu Please note that this is not a Patriots email address.

I will make every effort to respond quickly to your emails. Communicating with you is a priority but I also want you to have realistic expectations in terms of a timely response. *If it is a weekday and you haven't heard from me within 24 hours, I did not get your email and please send it again. If it is a weekend, please give me 36 hours to respond. Everyone deserves to have a little down time on the weekend.* Know that when you have tasks due, I will be checking email frequently though. □ Also, my priority is communicating with you, so if there are problems, let me know and we will work to solve them together.

Digital Library Resources:

Students enrolled in this course have online access to the UT Tyler Robert R. Muntz Library (<http://library.uttyler.edu>). Follow the link to the Library, and then complete the instructions at those sites for accessing information from a distant site. Many of the database subscriptions funded by student fees give you access to full text journals that you will need for your review of the literature in each course. If a particular journal is not available, the library staff will procure the article for you using the Iliad feature. Please take the time to update your account and get familiar with the resources available. They are awesome.

TECHNICAL INFORMATION:

A. Technical Information for Online Sections

- Canvas access; sound capacity; check your Patriot email daily for schedule changes or announcements.
- Technical Support: If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu. When you email IT support, be sure to include a complete description of your question or problem including:
 - the title and number of the course.
 - the page in question.
 - if you get an error message, a description and message number.
 - what you were doing at the time you got the error message.
- Plug-ins and Helper Applications: UT Tyler fully online and hybrid courses use Java, JavaScript, browser plug-ins, helper applications and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and function of your online/hybrid course.
 - Adobe Reader allows you to view, save, and print Portable Document Format (PDF) files. <http://getadobe.com/reader/>
 - Java Runtime Environment (JRE) allows you to use interactive tools on the web. <http://www.java.com/en/download/>
 - Adobe Flash Player allows you to view content created with Flash such as interactive web applications and animations. <http://get.adobe.com/flashplayer/>
 - QuickTime allows users to play back audio and video files. <http://www.apple.com/quicktime/download/>

- Windows Media Player allows you to view, listen, and download streaming video and audio. <http://windows.microsoft.com/en-US/windows/products/windowsmedia-player>

College of Education and Psychology (CEP) Vision and Mission

Core Purpose of the College of Education and Psychology

To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

Vision: The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission: The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

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 can be accessed [here](#).

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NETIQUETTE GUIDE:

["Netiquette"](http://www.learnthenet.com/learn-about/netiquette/index.php) is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided. URL: <http://www.learnthenet.com/learn-about/netiquette/index.php>

CEP Mission: The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally

CEP Vision:

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

EDUC 4335: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES
Tentative Schedule Fall 2025

| Week | Topic | To Do |
|--|--|---|
| Module 1: (2 weeks) August 25- Sept. 7th | Chapter 1 and 2 The Effective Teacher Mr. Hester | <ul style="list-style-type: none"> • Discussion Board Introductions • Complete all assignments in Module 1 DUE by 9/7 |
| Module 2: (2 weeks) Sept. 8-21 | The First Days of School Creating Caring Classrooms Chapters 7 and 10 Classroom environment | <ul style="list-style-type: none"> • Complete all assignments in Module 2 DUE 9/21 |
| Module 3: (2 weeks) Sept. 22-Oct. 5 | Routines and Procedures Mr. Hester- Day 2 | <ul style="list-style-type: none"> • Complete all assignments in Module 3 DUE by 10/5 |
| Module 4: (2 weeks) Oct. 6-19 | Chapters 12 and 13: Classroom Rules and Consequences Intervention Strategies for Misbehavior | <ul style="list-style-type: none"> • Complete all assignments in Module 4 DUE by 10/19 |
| Module 5: (one week) Oct. 20-26 | Chapter 11: Differentiated Instruction Lesson Planning | Complete all assignments in Module 5 DUE by 10/26 |

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|---|---|--|
| Module 6: (2 weeks) Oct. 27- Nov. 9 | Chapters 5 and 6 Student demographics | Complete all assignments in Module 6 DUE by 11/9 |
| Module 7: (2 weeks) Nov. 10-23 | Remembering we are Role Models Discussion Board | Complete all assignments in Module 7 DUE by 11/23 |
| Nov. 24-30 | Happy Thanksgiving! | |
| Module 8 (one week) Due Dec. 5th | Putting it All Together- | Complete all assignments in Module 8 activities due Dec. 5th |