EDUC 5335 Classroom Management  
Fall 2014

This is a completely online course  
Time: Due date for Assignments is 11:59 pm Sundays.  
Modules will start on Mondays.

Professor: Dr. Bambi Bailey  
Office: BEP 245  
Office Phone: 903.565.5937  
E-mail: bbailey@uttyler.edu

Face to Face Office Hours: BEP 245 Tuesdays 1-3; I also have office hours at the Innovation Academy from 3-4 and 5-6 on Tuesdays.

Online Office Hours: I will be online specifically for this course every 6-7 pm M-F. I want to be available to you regularly as teacher schedules vary so much.

Cell Phone: 903.245.6159 I’m providing my cell phone number because I am observing apprentice teachers this semester and will be out of the office often. I may not be able to return calls or texts immediately, but I will get back to you as soon as I can. Please do not call or text between 11 pm and 6 am.

Course 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.

Student Learning Outcomes:

- Describe personal traits that may affect interactions with students. (5)
- Demonstrate an understanding of classroom management concepts that facilitate learning during lesson implementation. (5)
- Structure and support learning environments through application of effective classroom management strategies (e.g., behavioral control, positive discipline, self-management strategies).
- Identify strategies of discipline and management that are appropriate to accommodate diverse learners. (5)
- Demonstrate an understanding of youth violence and school safety including issues of bullying and teacher influence upon it (6)
- Assess student behavior in a functional learning environment to identity behaviors that interfere with learning (8)
- Develop and implement behavior change objectives to decrease behaviors that interfere with learning (2, 5).
- Identify and implement ways to modify curricula, materials, and the
environment to accommodate individual differences (3)

- Structure and support learning environments through application of effective classroom management strategies (e.g., behavioral control, positive discipline, self-management strategies 5,6).
- Demonstrate understanding of behavioral techniques to manage learning (6)
- Provide evidence of skills in interacting with student families of diverse backgrounds.

Course Assignments:
Participation in Online Activities and Assignments: Because this is an online course participation in discussions boards, reflections and reviews is critical for your learning. Discussion boards, in particular allow all of us to learn from each other rather than relying on a few media sources. In order to succeed, focused, energetic participation will be necessary. Please provide complete thoughtful answers in your assignments rather than simply agreeing with the first person to post. A sample is provided within the discussion board.

Class modules must be completed within the week they are assigned.

Dates on the calendar are flexible and may be adjusted based on professor and students academic needs.

Evaluation

<table>
<thead>
<tr>
<th>Module completion and discussion</th>
<th>20 points each X 14=280 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-presentation</td>
<td>100 points</td>
</tr>
<tr>
<td>Final presentation</td>
<td>200 points</td>
</tr>
<tr>
<td>FAT City reflection</td>
<td>20 points</td>
</tr>
<tr>
<td>TBSI modules</td>
<td>100 points</td>
</tr>
<tr>
<td>IRIS modules</td>
<td>100 points</td>
</tr>
<tr>
<td>Classroom Management Plan (CMP)</td>
<td>200 points</td>
</tr>
<tr>
<td>Total</td>
<td>1000 points</td>
</tr>
</tbody>
</table>

Grading

- 900-1000 points A
- 800-899 B
- 700-799 C
- 600-699 D
- Below 599 F

Teaching Strategies: readings, video observation, activities available online, application of strategies in your classroom, reflections

Required Text/Readings, supplies, and materials:
There is no single text required for this course. Your readings and activities will be online. I will also suggest books that you may find helpful.
Books recommended

First Days of School w/DVD (Wong, 2009) ISBN 978-0-9764233-1-7 an excellent book about preparing yourself and your classroom for school and developing a supportive environment once school starts. The author is also a science teacher! Also available at [www.effective-teaching.com](http://www.effective-teaching.com).

How to Talk so Kids Can Learn (Faber and Mazlish, 1995) ISBN-13:978-0-684-82472-7 (pbck) also available for mobile reading devices This book is an easy read by teachers for teachers about interacting with students in a positive manner.

The Curious Incident of the Dog in the Night-time: A Novel (Haddon, 2003) ISBN: still checking Be sure to read the preface for this book. It describes the fact that although it is written from the point of view of an autistic young man, a person with autism at the character’s level probably couldn’t write a book.

Joey Pigza Swallowed the Key, Jack Gantos, (2000) ISBN 006-4-408-337 This young adult book is written from the point of view of a child who has ADD.

Textbooks: 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.

Online Resources:

Texas Behavior Support Initiative (TBSI) - General Participant: Session Id: TBD (We will enroll in the new session once released. However, the catalog description may be found at: [http://www.escweb.net/tex_esc_04/catalog/session.aspx?sessionId=736090](http://www.escweb.net/tex_esc_04/catalog/session.aspx?sessionId=736090). This is a free course.

Teaching Channel: [www.teachingchannel.org](http://www.teachingchannel.org) These are free resources about all areas of teaching.

Stand Up to Bullying: [www.standuptobullying.net](http://www.standuptobullying.net) Free resources and information about the who, what where, when, why and how of bullying.

F.A.T. City Workshop video part 1 [www.youtube.com/watch?v=fFm-OvUhDiQ](http://www.youtube.com/watch?v=fFm-OvUhDiQ)
Part 2 [www.youtube.com/watch?v=bllBabol6QhaA](http://www.youtube.com/watch?v=bllBabol6QhaA) Although not as effective as participating in the workshop, this video tries to put you in the place of a student with developmental issues in the standard classroom.

Course policies
Turn all assignments in through Blackboard. Although standard “talk style” writing is acceptable in the Discussions, work turned in for a grade must use complete sentences, essay format (introductory paragraph, a few paragraphs of content, and a closing paragraph).

Late Work
All assignments are due Sunday by 11:59 pm. Late assignments are not accepted unless prior arrangements have been made with the instructor.

Attendance: The attendance policy recommended by the University is followed in this course. Students are expected to attend every class meeting. Course objectives and performance outcomes cannot be met unless you attend class and participate in class activities. If you are absent for an extended period of time, you should make arrangements to explore options such as retaking the course or taking an incomplete grade. If you miss more than two class periods, you will need to make an appointment with the instructor to review progress in the course.

Blackboard: Students are responsible for enrolling on Blackboard (http://www.blackboard.uttyler.edu/) prior to the second class meeting and monitoring the course Blackboard site regularly for course information. Assignments will be turned in through the assignment tab in Blackboard.

Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Weekly Module Activities</th>
<th>Items due by Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/1/2014</td>
<td>Welcome, introduction to syllabus, survey</td>
<td>Discussion of survey (Discussion Board)</td>
</tr>
<tr>
<td>9/8/2014</td>
<td>Introduction to Classroom Management &amp; You</td>
<td>Pre-presentation (Assignments)</td>
</tr>
<tr>
<td>9/15</td>
<td>Managing Time and Materials</td>
<td>Begin Classroom Management Plan (Assignments)</td>
</tr>
<tr>
<td>9/22</td>
<td>Managing People (Students)</td>
<td>Reading/Observing Teaching Channel pages/videos</td>
</tr>
</tbody>
</table>
Add to CMP

9/29 Managing Students con.  F.A.T. City reflection

10/6 Checkpoint How are things going?  Discussion response

10/13 Routines and Procedures  Update CMP,

10/20 TBSI module  Discussion response

10/27 Diversity  Reflection

11/3 Bullying  IRIS Module

11/10 Watching for Signs of emotional/mental issues  Read Assigned

11/17 Share Final Presentation with peer  Stand up to Bullying

11/24 Thanksgiving  (Final presentation is Due Next Week!!!)

12/1 Final presentations due

UNIVERSITY POLICIES

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the September 4, 2012. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average.
Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 4th) is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)

- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)

- Being reinstated or re-enrolled in classes after being dropped for non-payment

- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150.
or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct: Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i)

• • •

“Cheating” includes, but is not limited to: copying from another student’s test paper; using, during a test, materials not authorized by the person giving the test; failure to comply with instructions given by the person administering the test;
• possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;

• collaborating with or seeking aid from another student during a test or other assignment without authority;

• discussing the contents of an examination with another student who will take the examination;

• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;

• falsifying research data, laboratory reports, and/or other academic work offered for credit;

• taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and

• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially. (ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit. (iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. (iv)
All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

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 21st 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.


Enforceable Standards. (1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.  (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague’s exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.  (A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.  (B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.  (E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.  (F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.  (G) Standard 3.7. The educator shall not furnish alcohol or illegal/authorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/authorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;  (ii) the subject matter of the communication;  (iii) whether the communication was made openly
or the educator attempted to conceal the communication; (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship; (v) whether the communication was sexually explicit; and (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242