



Texas A&M University-Texarkana

Course Syllabus

**ED 331 Classroom and Behavior Management
Spring 2022**

Instructor: Mrs. Melba M. Foster, M.Ed.

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Office Hours: Virtual: T/TR 9:00-12:00 or by appointment

Course Description: This course presents best practices based on current research for classroom and behavior management including, but not limited to, classroom procedures and expectations, organization of materials, and classroom space for optimum learner benefit. Also, much time, effort and practice will be dedicated and applied to **Developing Meaningful Relationships**. Applying neurological influences to management strategies for student learning and behavior will be included. Instructional and behavioral management strategies for individual and large group classrooms for diverse populations will be presented. Basic federal and state laws for all teachers, including teachers of students with disabilities (dyslexia, emotional/behavior disorders, autism), English Second Language (ESL) and other at-risk students will also be presented. This course will require university students to learn and practice strategies and techniques through authentic performance-based observations and interactions and practices, digital recordings of student conversations, and projects in the public school settings.

Course Delivery Method: This is a web-enhanced class. We will meet **every other week** via Zoom for the duration of the course. A schedule of assignments and Zoom meetings will be posted once the semester begins. ***Each week*** includes assignments and activities required in the course on Blackboard. It is important that students login to the course shell on **MONDAYS** to find the course content and assignments for the week.

Norms for Face-to-Face and Virtual Classes

Group Agreements	Technical Agreements for Zoom
<ul style="list-style-type: none">• All Teach, All Learn• Stay Engaged• Seek Clarity• Embrace Diversity• Commit to Equity	<ul style="list-style-type: none">• Keep your camera ON• In the large group, mute yourself when not speaking.• Use the chat to communicate with facilitators or with one another.• Step away if you need to.• Pull your own happiness wagon!

Instructor Access: Please allow emails at mfoster@tamut.edu to be returned within 24 hours M-F. I am not available during weekends. We will also create a GroupMe account so that students and instructor can reach each other quickly.

Required Textbooks/Resources:

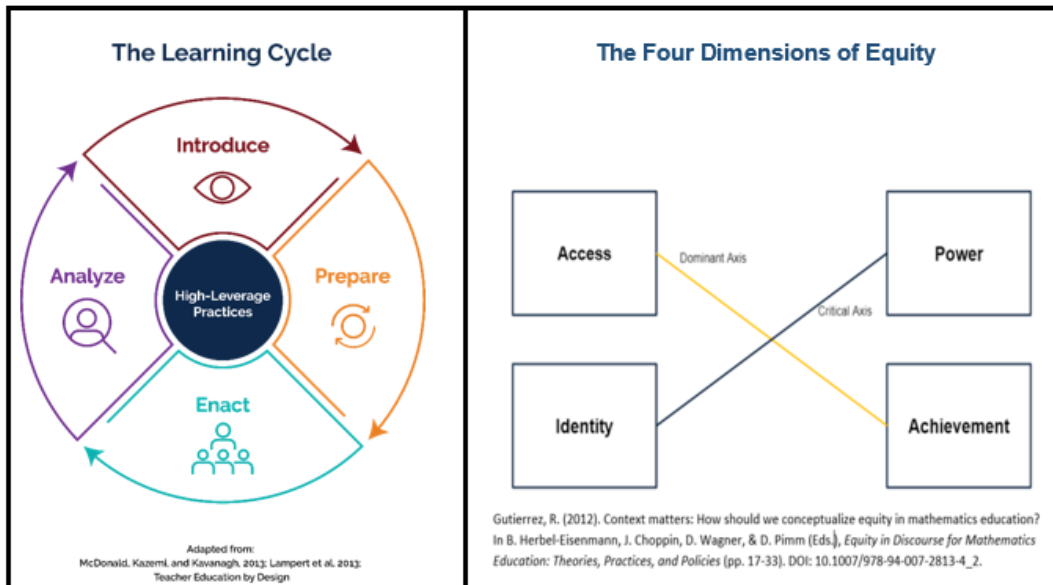
We Belong: 50 Strategies to Create Community and Revolutionize Classroom Management;
Laurie Barron & Patti Kinney; ASCD

ISBN: 978-1-4166-3026-5

Student Learning Outcomes:

- Students will construct a classroom plan which describes how to design and develop a safe learning environment by connecting tasks to student prior learning, culturally relevant information, and connections to research or theories (edTPA Planning task – Rubric 3).
- Students will be able to demonstrate knowledge of how to positively and constructively interact and communicate with students, parents, and other professionals and demonstrate evidence of understanding on how to build positive relationships with students and parents. The student will be able to provide feedback in rehearsed scenarios between the teacher and students, teacher and parents, and teacher and peers. (edTPA Task- 3 Rubric 12; TeachingWorks; TEA Content Standards)
- Students will plan and rehearse student-teacher interactions to demonstrate their ability to appropriately respond to classroom behaviors. (TeachingWorks – rehearsal; TEA Content Standards)
- Students will be able to analyze and provide evidence of classroom management practices implemented in rehearsals with colleagues.
- Students will write a reflection of management practices used which is student focused, considers individual and group responses to management, and uses discipline-specific language related to classroom management. (edTPA)
- Students will be able to explain knowledge of professional, ethical, and legal requirements as stipulated in federal and state laws and the use of social media. (TEA Content standards)

A&M-Texarkana education programming is guided by teacher education research for preparing teachers to be Day 1 ready and equity-minded to promote public education as socially just.



Commitment to Diversity, Equity, and Inclusion

At A&M - Texarkana, education faculty value diversity, equity, and inclusion and are actively working to eliminate barriers and injustices in the classroom at the university level and prepare education professionals that will do the same in the future. Courses are designed to provide critical feedback to prospective teachers to eliminate barriers and power structures so they may encourage positive identity development and individual academic achievement.

Diversity, Equity, and Inclusion Learning Outcomes

In terms of “diversity”, “inclusion” and “equity”, TAMUT graduates should be able to:

Take Perspective

- Demonstrate openness to new perspectives and diverse others
- Evaluate diverse perspectives, and navigate the ambiguity and complexity that comes with multiple perspectives
- Reassess one’s own personal perspective when appropriate, a process that frequently requires courage and/or humility
- Listen while withholding judgement about the new or unfamiliar

Communication

- Seek points of connection and interact substantively with those who are different from oneself
- Demonstrate communication skills that enable intercultural communication, including effective listening skills
- Interact respectfully and appropriately in a variety of cultural contexts

Collaboration

- Harness the power of diversity (through “Perspective Taking” and “Communication”) as a source for creativity, innovation and/or productive collaboration
- Demonstrate professionalism by working inclusively and co-creating an environment where each perspective is considered for the cooperative purpose of making progress toward common goals

Cultural knowledge and self-awareness

- Describe various elements inherent to one’s own culture and to other cultures: history, values, politics, communication styles, economy, beliefs, practices, etc.
- Interpret phenomena within a cultural context
- Recognize and critically reflect upon one’s own cultural biases
- In appropriate situations, consider that some of the norms and practices one espouses and treats as “universal” might be culturally dependent
- Interrogate structures of power and institutions from the standpoint of cultural inheritance

Program Vocabulary

Academic Feedback- Refers to student and/or teacher input assessing progress, monitoring and adjusting instruction, or prompting student thinking.

Informal assessment- Should provide timely, accurate, and specific oral or written feedback.

Academic Language- Refers to oral and written language used for academic purposes; encompasses language demands, language functions, vocabulary, and discourse.

Assessments- Refers to all formal and informal activities undertaken to evaluate student learning.

Classroom Management- Refers to a teacher’s decisions to establish an environment that is equitable and conducive to learning. This includes clear rules and expectations for learning and behavior that are explicitly established and positively reinforced through social approval, contingent activities, and consequences to maintain appropriate behavior and high expectations.

Differentiation- Refers to equitable and tailored instructional strategies, content, resources, and environment that meets needs of students, especially those marginalized by race, culture, language, economic status, and learning needs.

Questioning -Elicits student thinking for instruction and connects theory to practice by challenging student thinking. Questioning is differentiated, purposeful, varied in complexity, and based on learning outcomes.

Classroom Management Theorists and Practitioners

Classroom Management Theorists:

<https://www.homeofbob.com/cman/general/astTheorists.html>

Harry Wong- The Well Managed Classroom:

https://www.wtc.ie/images/pdf/Classroom_Management/cm6.PDF

Student Professional/Ethical Outcomes:

Students will:

- meet professional/ethical outcomes that meet TEA Code of Ethics and TPP Professional Expectations as located in the Teacher Preparation Program Student Handbook located at:
[Educator Code of Ethics](#)
TPP handbook
- meet professional and pedagogical standards as outlined in the Teacher Preparation Standards by the Texas Education Agency, located here:
[Teacher Preparation Standards](#)
[edTPA https://www.edtpa.com/PageView.aspx?f=GEN_GettingStarted.html](#)

Technology Integration

Instructor will:

- support instruction using a classroom presentation system.
- present material using presentations.
- utilize websites for current and supplemental information.
- conduct learning activities through Blackboard.

Students will:

- use electronic resources to locate education research literature.
- employ Web resources to format and submit papers.
- construct assignments in a variety of environments including word processing, spreadsheet, and slide show.
- complete course activities through Blackboard.

All Texas Educator Standards can be accessed in the following link:

[Teacher Educator Standards](#)

Technology Application:

[Technology Standards](#)

Students do not need to be an expert in technology but are expected to develop the following skills meeting ISTE Standards for Educators @ www.iste.org

Course Outline:

Week	Topics/ In-Class (Zoom) work	Book/ Content
1-2 Jan. 18-30	Course introduction/syllabus; Foundations of Classroom Management. DEI Examining Relational Work in the Classroom: Activity #1 PowerPoint and class discussion Reflection Assignment #1 discussed	Article: Creating Environments of Success and Resilience: Culturally Responsive Classroom Management and More Academic Writing Reflection
	Book chapter assignment	<i>We Belong</i> pp13-25
3-4 Jan 31- Feb 6	Interrogating the Self: Activity #2 Reflection/ Scenario Rehearsal #1 Feedback between teacher and student GoReact recording Reflection Assignment #2 discussed Book chapter assignment	Academic Writing Reflection <i>We Belong</i> pp 26-51
5-6 Feb 7-20	Classroom Floor Plan Your Classroom Management Plan Assignment Positive Rules and Procedures Book Chapter Assignment	Any classroom floorplan website Payne, Pierson, YouTube videos <i>We Belong</i> 52-71
7-8 Feb 21- Mar 6	Decomposing the Practice of Building Respectful Relationships Activity #3 Reflection Assignment #3 discussed Book Chapter Assignment	Watch TeachingWorks Videos Academic Writing Reflection <i>We Belong</i> 72-94
9-10 Mar 7-20	Scenario Rehearsal #2 Feedback between teacher and parents TEA Teacher's Legal and Professional Responsibilities Book Chapter Assignment	GoReact recording Online Blackboard <i>We Belong</i> 95-118
11-12 Mar 21- April 3	Small Conversations Activity #4 PACT Ethics/Ethics certificate Reflection Assignment #4	GoReact recording PACT website Academic Writing Reflection

	Book Chapter Assignment	<i>We Belong</i> 119-146
13-14	Scenario Rehearsal #3	Feedback between teacher and peers
Apr 4-17	GoReact recording	
	Book Chapter Assignment	<i>We Belong</i> 147-172
15-16	PowerPoint Presentations	
Apr 18-May 1		

Grading Scale:

Graded Assignments	Total Points	Due Date
Level 1 – Mastery of Course Outcomes		
We Belong book PowerPoint Presentation	100	May 1
Positive Rules and Procedures	25	February 20
Classroom Floor Plan	50	February 20
Scenario Rehearsal Feedback between teacher and student (GoReact recording & Discussion board)	15	In class (during Zoom)
Scenario Rehearsal Feedback between teacher and parents (GoReact recording & Discussion board)	15	In class (during Zoom)
Scenario Rehearsal Feedback between teacher and peers (GoReact recording & Discussion board)	15	In class (during Zoom)
Examining Relational Work; Activity 1: (HLP) Strategies for Building Relationships Reflection #1	50	January 30
Interrogating the Self; Activity 2: (HLP) Goals Reflection #2	50	February 6
Decomposing the Practice of Building Respectful Relationships; Activity 3: (HLP) Observation tool and Reflection #3	50	March 6
Small Conversations Reflection #4; Activity 4: (HLP)	50	April 3
Level 2 – Professional/Ethical Outcomes		
Classroom Management Plan	200	February 20

(TEA)Teachers' Legal and Professional Responsibilities	100	March 20
Professional classroom participation: AKA ATTENDANCE (25 pts EACH)	150	End of semester
Level 3 – Technology Outcomes		
(PACT) Ethical Classroom Management Certificate (must be enrolled into this module by Becky Barlow)	50	April 3
Recorded Artifact of Teacher/Student Interaction: Small Conversations Activity; Performance Assessment	100	April 3
Total Possible Points for the Course		

For University policies on Academic Integrity, A&M-Texarkana Email Address, and the Drop Policy, please refer to [Syllabus Policies](#)*.

For policies governing *all web-enhanced and online courses*, please refer to [Online Education](#)**.

Disability Accommodations: The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Student Life in UC room 126, or call (903)223-3116. For additional information visit [Disability Services](#)***.

Student Participation: Participants are expected to check e-mail on Blackboard and A&M accounts on a daily basis during the course period. Participants are also expected to check course content in Blackboard each day. Weekly content will be posted no later than 8:00 am on Monday and will be due on the date listed in the course syllabus and Blackboard. Please note that I will drop students from the course who have not logged in by the census date, per Texas A&M University-Texarkana policy.

Course Etiquette:

1. Attendance: Students are expected to attend all classes, to be on time, and attend for the full class. There are no excused classes, nor does the professor “give permission to miss class”. If a student elects to miss a class, then that student is responsible for course announcements, covering the material from class independently, and obtaining notes **from a peer. The instructor will not provide make-up work for absences nor review what you missed during your absence.**

2. Assignments should be submitted by the due date so the class can keep moving forward. Activities and content are sequential and build on each week's work. ***Late work will not be accepted.***
3. Students are expected to participate in class following professional standards of behavior. These include:
 - Appropriate attendance
 - Positive, open attitude towards learning
 - Appropriate collaboration skills with peers
 - Be respectful of other students and the professor.
 - Students are responsible for reading, understanding, and following the A&M-Texarkana Code of Conduct.
4. Communicate with your professor in a professional manner either verbally or written. This includes: 1. **formal greeting**, 2. **body**, and 3. **closing**. This is important for all transactions of communication whether it is through email, texting, Blackboard messages, phone calls or GroupMe. As an education major you should understand that it is my duty to ensure that you are ready to model your expectations of your future students. Thus, should you choose to write or speak informally to your college professor then you'll get the required revisions necessary so that you can learn and grow from this experience. Also, I might add that, it is considered 'rude' to speak/write to a working professional in an informal manner and one can be offended by the apparent lack of respect. So, as a rule of thumb, always write/speak in a manner befitting of your grandmother, a pastor, or even a celebrity!! 😊

Class Participation: Students are responsible for beginning their participation on the FIRST CLASS DAY by logging on and completing assignments according to the COURSE CALENDAR. Failure to submit online assignments between the first day of classes and the University census date (according to the University schedule) will result in an ADMINISTRATIVE DROP from the course. Also, you are expected to attend all zoom classes and participate and be fully engaged in all activities.

* http://bit.ly/TAMUT_SyllabusPolicies

** http://bit.ly/TAMUT_OnlineEducation

*** http://bit.ly/TAMUT_DisabilityServices