Department of Curriculum & Instruction

College of Education
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The University of Texas
ARLINGTON™

EDUC 5329: Classroom Management and Discipline   *Summer 2013*

Instructor Information:

Instructor:	R. Jon Leffingwell, Ph.D.	**Phone:**	(817) 272-2274
Office:	418 Hammond Hall	**Fax:**	
E-Mail:	leffingwell@uta.edu	**Mailbox:**	19227

Office Hrs: By appointment via Email.

Instructor Web Site: http:// www.uta.edu/faculty/leffingwell
Course Web Site: http:// www.uta.edu/faculty/leffingwell
Brief Biography: http://www.uta.edu/faculty/leffingwell/

Course Information:

Course Title: Classroom Management and Discipline
Course Number: EDUC 5329-001
Semester: Summer, 2013
Course Location and Time: Online, Distance Education
Course Website: https://elearn.uta.edu/webapps/login/

Catalog Description

Analysis of the variables that affect teacher and student behavior in the classroom. Survey of effective strategies of classroom management and discipline based on contemporary research. Particular attention to individual student differences in settings such as gifted and talented, handicapped, and learning disabled.

Course Prerequisites:

There are no prerequisites listed for this course.

Textbook(s) and Materials:

1. Jones, V & Jones, L, Comprehensive Classroom Management (10th Edition), Pearson.

University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to

enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service.   The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values:

Diversity	Learner Centered
Collaboration	Research Based
Field Experience	Life Long Learning
Excellence	Technology

Professional Dispositions Guidelines:

The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEHP. The standards referenced are those of the Texas Administrative Code1 Students and candidates are responsible for identifying and following professional standards and policies for their particular state.

A. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9
   • Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students).
      o   Demonstrates kindness, fairness, patience, dignity and respect in working with others.
      o   Accepts decisions made by institutional authority.
      o   Treats others in a just and equitable manner.
   • Maintains composure and self-control.
      o   Responds positively to constructive criticism.
      o   Follows appropriate channels of communication/authority.
      o   Reacts professionally (calm and patient) when under stressful situations.

B. Professional Practices: TAC Standards 1.1 through 3.9
   • Complies with class and program requirements
      o   Attends classes, trainings, and field experiences.
      o   Arrives on time and remains for the duration.
      o   Is prepared, engaged, and meets deadlines.
   • Demonstrates academic integrity and honesty.
   • Maintains appropriate confidentiality at all times.
   • Demonstrates compliance with all laws and regulations.
   o   Demonstrates compliance with University policies and Texas Education Agency (TEA)/professional specialty program area standards2

C. Professional Appearance: TAC Standards 1.7, 1.10, 2.5

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[1] Texas Administrative Code, Ethics and Standard Practices for Texas Educators can be found at: http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2 .

[2] Specialty areas as in KINE must access and follow their discipline-specific professional and ethical standards. Non-Texas residents are responsible to follow the guidelines for ethical behavior published by their home state.

- Displays personal appearance and/or hygiene appropriate for professional settings.

D. Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11. 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9
- Uses appropriate and professional language and conduct.
- Works effectively, collaboratively, and equitably with others.
- Receives feedback in a positive manner and makes necessary adjustments.
- Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In.
- Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others professionals.
- Uses UT Arlington email as official university form of electronic communication and information.
- Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.

Conceptual Framework:

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

National Standards:

- ACTFL 4,
- NCSS 2.1 - .5
- NCTE 2
- NCTM 8
- NSTA 5

State Domains and Competencies:

- PPR 002, 005, 006, 009, 011
- French 039
- German 039
- Spanish 041
- History 023
- Social Studies 023
- English Language Arts/Reading 002
- Math 020 - 021
- Life Science 20

- Physical Science 021 - 022
- Science 046 - 47
- Journalism 014, 15
- Speech 12
- Theater 014, 015, 16
- Art 59
- Music 011 - 12
- PE 010 - 13

Learning Outcomes:

The primary purpose of this course is to assist school professionals in developing improved classroom management and discipline skills and strategies. Participants will explore several philosophical bases for discipline techniques as well as their practical applications in order to develop a more personalized approach to classroom management discipline.

By the completion of this course, students will:
1. Define classroom management and relate it to classroom discipline.

2. Describe various teaching, learning, and behavior management techniques for dealing with pupil variability.
3. Design and appraise classroom environments in order to determine the influences on student behavior and learning.
4. Explain specific strategies/techniques that can enhance students' active participation and motivation.
5. Design a personal and specific model of self-motivation and stress reduction.
6. Design a personal and specific model of classroom management.

The candidate will display the following knowledge, skill, and/or attitudes:

1. Demonstrate the dispositions necessary to help all students learn
2. The context of the school, family, and community to insure students have meaningful learning experiences.
3. The skills necessary to insure meaningful learning experiences for students based on their developmental levels.
4. Participation in field experiences that facilitate the learning of students with exceptionalities and/or stem from diverse populations.
5. Practices and dispositions that value teaching and learning in a classroom environment of diversity.
6. Sharing experiences in working with diverse populations in order to modify and enhance their respective teaching practices.

Major assignments and examinations:

1. Student Data Form
2. Pearson Weekly Plan with Pre & Post Tests
3. Weekly Essays
4. Self-Motivation and Reduction of Stress Paper

Attendance:

Weekly Assignments are mandatory within the time frame on BlackBoard and require students to meet those deadlines.

Grading:

10 – Weekly Tests		120 Points
10 – Weekly Essays		750 Points
1 – Essay on Self-Motivation and Stress Reduction		130 Points
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	TOTAL	1000 Points

Grading Scale:

A = 900 – 1000 Points
B = 800 - 899 Points
C = 700 - 799 Points
D = 600 – 699 Points
F = 0 – 599 Points

Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 6 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Grade Grievances:

For graduate courses, see http://www.uta.edu/gradcatalog/2012/general/regulations/#grades.

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/ses/fao).

Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity:

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the

reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Librarian to Contact:

Mr. Andy Herzog is the Education Librarian. He can be reached at 817-272-3000, ext. 27517 and by email at amherzog@uta.edu. You will find online databases for Education at:
• http://www.uta.edu/library.
In addition students in online courses can use http://www.uta.edu/library/services/distance.php

Course Schedule:

The Post-Tests will only be open between Mondays (4:00 AM) – Thursday (10:00 AM) of each week.

Answers to essays will be due by Thursday at 10:00 AM each week.

Weeks	Lecture/Topic	Assignment
June 3 – 7 Week 1	Study Plan 1	Pre and Post-Test, Journal, Essay 1
June 10 - 14 Week 2	Study Plan 2	Pre and Post-Test Journal, Essay 2
June 17 - 21 Week 3	Study Plan 3	Pre and Post-Test, Journal, Essay 3
June 24 - 28 Week 4	Study Plan 4	Pre and Post-Test, Journal, Essay 4
July 1 - 5 Week 5	Study Plan 5	Pre and Post-Test, Journal, Essay 5
July 8 - 12 Week 6	Study Plan 6	Pre and Post-Test, Journal, Essay 6, Self-Motivation and Stress Reduction Essay
July 15 - 19 Week 7	Study Plan 7	Pre and Post-Test, Journal, Essay 7
July 22 - 26 Week 8	Study Plan 8	Pre and Post-Test, Journal, Essay 8
July 29 – Aug. 2 Week 9	Study Plan 9	Pre and Post-Test, Journal, Essay 9
Aug. 5 - 8 Week 10	Study Plan 10	Pre and Post-Test, Journal, Essay 10

UTA Writing Center:

Professionally trained tutors offer help with writing projects at any stage of the process at no cost to UTA students. Check out their On-Line Writing Lab at http://www.uta.edu/owl/. You can even submit a rough draft via email and request feedback from a tutor.

College of Education and Health Professions Policies:

TK-20:

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The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of $100. You may purchase your subscription online from a link provided on the system's website or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit http://www.uta.edu/coehp/tk20 for more information. The following is a partial listing of what the Tk20 system will enable you to do:

- Create your course and performance artifacts online, which you will be able to access and use

beyond graduation. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time.

• Submit forms online, including applications for student teaching and other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.

• Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.

• Monitor your progress throughout the program and have access to a fully documented record of your program performance, including field experience, practicum, internship, or clinical practice. This is particularly important, given increased use of performance interviews by employers.

On-line tutorials and training materials have been organized to orient you to the Tk20 system and its use.

We appreciate your hard work and dedication toward completing your education in the College of Education and Health Professions at the University of Texas at Arlington!

The link to TK20 is here: https://tk20web.uta.edu/campustoolshighered/start.do

AVID:

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

The AVID Teacher Preparation Initiative collaborates with colleges and schools of education to systematically address the needs of teacher candidates enrolled in teacher education programs. AVID supports teacher candidates in their efforts to obtain teacher certification. AVID assists faculty and staff in analyzing existing curriculum and data, identifying barriers and needs, and establishing learning outcomes and assessments. When implemented with fidelity, AVID has the potential to impact the preparation and performance of teacher candidates through consistent support and professional development for faculty and staff.

At UTA, we are working with AVID on the Teacher Preparation Initiative. In particular, we are aligning our courses to include the framework WICOR: Writing, Inquiry, Collaboration, Organization, and Rigor. The syllabus and instruction in this course will involve WICOR as both an instructional and an organizational tool. We believe this will help you be better prepared to meet the needs of a diverse student population as you leave UTA and pursue your teaching career. In addition to assessment of your participation in the course, we will also be asking for your feedback as we strive to improve this partnership.