 ***Summer 2017***

*Department of Curriculum & Instruction*

# EDUC 5329.001: Classroom Management

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###### Instructor Information:

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

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| **Office Hrs:** | By appointment via email |

**Instructor Web Site: Course Web Site:**

<https://www.uta.edu/profiles/r-leffingwell>

[http:// www.uta.edu/faculty/leffingwell](http://www.uta.edu/faculty/leffingwell)

###### Course Information:

**Course Title: Course Number: Semester:**

**Course Location and Time**:

Classroom Management EDUC 5329.001

EDUC 5329

Summer, 2017

Online, Distance Education

###### 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:

Jones, V & Jones, L, *Comprehensive Classroom Management* (11th Edition), Pearson. The UTA Bookstore has the required text and the Enhanced Pearson e-Text.

###### Student 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.

This course 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:

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

By the completion of this course, students will:

1. establish and/or reinforce expectations for classroom behavior

2. manage time; manage materials; manage student engagement; manage the physical classroom

3. recognize appropriate behavior through meaningful praise or other positive reinforcement

4. manage minor student misbehavior

5. manage disruptive student misbehavior

###### Textbook(s) and Materials:

The College of Education 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 Web site 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.

###### 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 |

**Major Assignments:**

1. Weekly Essays:

Each week an essay is assigned on the topic pertaining to the given week. See Blackboard for details for each essay.

1. Self-Motivation and Reduction of Stress Paper:

In an essay format, design a personal and specific system for self-motivation and stress reduction. See Blackford for further details.

## Virtual Office hours (Video Support):

This will be done through videoconference sessions. I will be available during "Virtual Office Hours", each Monday, at 9:00 AM. I will provide suggestions for answers to weekly essays. Email me if you have any questions. Directions for how to login are in the link below. You will need Java on your computer to be able to login to virtual office hours. <http://www.uta.edu/blackboard/students/collaborate-web-conferencing.php>

You can login by clicking on "Virtual Office Hours" on the course menu on Blackboard. The session will be recorded and you can gain access through BlackBoard. If you need tech support with the videoconference, please call the following phone number: North America, Toll Free: 1 (877) 382-2293

**Attendance:**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance.

Attendance is measured by your presence online and your on-time submissions of required assignments.

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**Grading**:

10 – Weekly Essays 850 Points

1 – Essay on Self-Motivation and Stress Reduction 150 Points

###### Total: 1000 Points

*The Weekly Essays posting should synthesize the information for all the required readings.*

**Weekly** **Essay Rubric:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Levels of Achievement** |  |  |
| **Criteria** | **Proficient** | **Competent** | **Novice** |
| **Depth of response** | **76 to 85 points**  Response has depth to answers and reflects thought and rigor. | **65 to 74 points**  Response is mostly in- depth and mostly reflects thought and rigor but some points are superficial. | **0 to 64 points**  Response is skeletal and surface-oriented and doesn't reflect thought. |
|  |  |  |  |
| **Structure and Grammar** | Overall paper is 4-5 substantial paragraphs with error-free writing in terms of writing conventions. | Answer is at least 3-4 substantial paragraphs with few errors in writing conventions. | Paper doesn't meet the length requirement and is less than 3 substantial paragraphs. More than a few errors in writing conventions. |
| **Connection to course readings and lecture** | The responses make some reference to ideas presented in the textbooks and class lecture. | The responses make few references to ideas presented in the textbooks and class lecture. | The responses make almost no references to ideas presented in the textbooks and class lecture. |

***Policy for Late Submissions:***

All assignments are due on the Thursday of the designated week by 10:00 AM. A 10% penalty per day will occur for late work.

***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**:

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.. Please see: <http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>. For student complaints, see <http://www.uta.edu/deanofstudents/student-complaints/index.php>.

**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/aao/fao/>).

Adds and drops may be made during late registration either by SAM, by the Web or in person in the academic department offering the course. Drops may continue in person through the 12th week of class. Students are responsible for adhering to the following regulations concerning adds and drops. These rules apply to regular semesters and to equivalent time limits in summer sessions as noted on the summer session calendar.

* + A student may not add a course after the end of late registration.
  + No grade is given if a student drops a course before the Census Date of that semester.
  + A student may drop a course with a grade of W during the first six weeks of class.
  + From the seventh week of class through the 12th week of class, a student may drop a course with a grade of W if passing or a grade of F if failing.
  + A student may not drop a course after the 12th week of class.
  + The dean of the college or school in which the student is majoring may require a student to drop a course at any time upon the recommendation of the instructor and the concurrence of the department chair.
  + Students wanting to drop all courses for which they are enrolled must withdraw from the University.

**Disability Accommodations:**

UTArlington 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), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* 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 disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:**

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:**

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C:\Users\ingrams\Downloads\jmhood@uta.edu).

**Academic Integrity:**

Students enrolled all UT Arlington courses 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.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**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>.

**Campus Carry:**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:**

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:**

For semester-long courses**,** 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.

**Emergency Procedures:**

Students are encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

**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](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). 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](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**The IDEAS Center (**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

**The English Writing Center (411LIBR)**:

FREE!! The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services. You can even submit a rough draft via email and request feedback from a tutor.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Librarian to Contact:**

Andy Herzog is the Education Librarian. He can be reached at 817-272-7434, and by email at [amherzog@uta.edu](mailto:amherzog@uta.edu). Other contacts: Subject Librarians [library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)

You will find online databases for Education at:

* + <http://www-test.uta.edu/library/databases/index.php>
  + <http://libguide.uta.edu/education>

**College of Education Policies**

###### National Standards:

* ACTFL 4, 5
* NCSS 2.1 - 2.5
* NCTE 2
* NCTM 8
* NSTA 5

**Texas Education Agency Teaching Standards**

(**1) Standard 1--Instructional Planning and Delivery.** Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use

**2) Standard 2--Knowledge of Students and Student Learning**. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

**(4) Standard 4--Learning Environment**. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

(iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

(ii) Teachers maximize instructional time, including managing transitions.

(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

**(6) Standard 6--Professional Practices and Responsibilities**. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

Competency 007: *The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.* (iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

**Pedagogy and Professional Responsibilities (PPR) TExES Competencies**

Competency 002: *The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning*.

Competency 005: *The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive*.

Competency 006: *The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior*.

Competency 008: *The teacher provides appropriate instruction that actively engages students in the learning process*.

Competency 012: *The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities*.

###### 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.

1. 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).
     + Demonstrates kindness, fairness, patience, dignity and respect in working with others.
     + Accepts decisions made by institutional authority.
     + Treats others in a just and equitable manner.
   * Maintains composure and self-control.
     + Responds positively to constructive criticism.
     + Follows appropriate channels of communication/authority.
     + Reacts professionally (calm and patient) when under stressful situations.
2. Professional Practices: TAC Standards 1.1 through 3.9
   * Complies with class and program requirements
     + Attends classes, trainings, and field experiences.
     + Arrives on time and remains for the duration.
     + 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

1. Professional Appearance: TAC Standards 1.7, 1.10, 2.5
   * Displays personal appearance and/or hygiene appropriate for professional settings.
2. 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.

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](http://info.sos.state.tx.us/pls/pub/readtac%24ext.TacPage?sl=R&amp;amp%3Bapp=9&amp;amp%3Bp_dir&amp;amp%3Bp_rloc&amp;amp%3Bp_tloc&amp;amp%3Bp_ploc&amp;amp%3Bpg=1&amp;amp%3Bp_tac&amp;amp%3Bti=19&amp;amp%3Bpt=7&amp;amp%3Bch=247&amp;amp%3Brl=2)

[=19&pt=7&ch=247&rl=2](http://info.sos.state.tx.us/pls/pub/readtac%24ext.TacPage?sl=R&amp;amp%3Bapp=9&amp;amp%3Bp_dir&amp;amp%3Bp_rloc&amp;amp%3Bp_tloc&amp;amp%3Bp_ploc&amp;amp%3Bpg=1&amp;amp%3Bp_tac&amp;amp%3Bti=19&amp;amp%3Bpt=7&amp;amp%3Bch=247&amp;amp%3Brl=2) .

###### Conceptual Framework:

The conceptual framework of the UT-Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners.

* The first core value, **Professionalism**, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.
* The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today’s world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
* The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the eontext of their interactions with curricula, faculty, and other professionals.

The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

* **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
* **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
* **Technology** is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal – the development of informed and responsible ***Partners for the Future*** – who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

**TK20 Data Management System**

The College of Education 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 <https://www.uta.edu/coed/academics/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 at the University of Texas at Arlington!*

***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.*

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

**Official University Academic Calendar**: <https://www.uta.edu/uta/acadcal.php>

**Tentative Course Schedule***As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Students will be notified of any changes. –Dr. Jon Leffingwell*

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

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| --- | --- | --- | --- |
| **Weeks** | **TEA Standard &**  **TExES PPR Competency** | **Lecture/Topic** | **Assignment** |
| Monday, June 5  Week 1 | Competency 12 | Video Welcome  Introduction and Orientation |  |
| Monday, June 5  Week 1 | Standard 1; Competency 2 | Positive Behavior Interventions and supports | Essay 1  Due Thursday 10:00 AM |
| Monday, June 12  Week 2 | Standard 2; Competency 2 | Achieving Erikson’s Key Development Tasks | Essay 2  Due Thursday 10:00 AM |
| Monday, June 19  Week 3 | Standard 6; Competency 7 | Effective Feedback and Praise | Essay 3  Due Thursday 10:00 AM |
| Monday, June 26  Week 4 | Standard 6; Competency 7 | Activities: Positive Peer Relationships | Essay 4  Due Thursday 10:00 AM |
| Monday, July 3  Week 5 | Standard 6; Competency 11 | Parent-Teacher Conferencing | Essay 5,  Due Thursday 10:00 AM |
| Monday, July 10  Week 6 | Standard 4; Competency 5 | Positive Behavior Expectations & Rules | Essay 6  Due Thursday 10:00 AM |
| Monday, July 10  Week 6 | Standard 4; Competency 8 | Self-Motivation & Stress Management | Self-Motivation and Stress Reduction Essay  Due Thursday 10:00 AM |
| Monday, July 17  Week 7 | Standard 1; Competency 5 | Cooperative Learning and Diversity | Essay 7  Due Thursday 10:00 AM |
| Monday, July 24  Week 8 | Standard 4; Competency 6 | Reducing Maladaptive Behavior | Essay 8  Due Thursday 10:00 AM |
| Monday, July 31  Week 9 | Standard 1; Competency 2 | Problem Solving Strategies | Essay 9  Due Thursday 10:00 AM |
| Monday, August 7  Week 10 | Standard 4; Competency 8 | Self-Regulations Strategies | Essay 10  Due Thursday 10:00 AM |

***\*TEA Standards and TExES PPR Competencies occur throughout the course, but are introduced at the designated times.***