ORIGIN OF THE SPECIES:

AN EPISTEMOLOGICAL TALE OF CLASSROOM MANAGEMENT THEORY

AND THE EVOLUTION OF A TEACHER PREPARATION COURSE SYLLABUS

A Dissertation Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Education

by

Nichole L. Hertel

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ABSTRACT

This dissertation dually explores the topics of classroom management theory as it occurs in teacher preparation programs in American colleges of education and of curriculum syllabus design of undergraduate education classes teaching such. It begins with the classroom management and teaching pedagogical knowledges gained through my experience as a first year teacher and comes full-circle through doctoral studies including designing an undergraduate teacher education course in classroom management. Further, it analyzes the syllabus created for this course comparing it against nine additional undergraduate syllabi and ends with future implications of the evolution of classroom management relating to teacher education programs and study suggestions for state coordinating boards, colleges of education and continued syllabi research.

Teacher education is part of a long-standing tradition in education, but at the same time is expected to play an integral role in the education change being called for by educational reformers, the public and students themselves. As the procedures and policies necessary to equip prospective teacher candidates with the knowledge, belief, behavior and pedagogy required to accomplish their duties effectively in the classroom, school and community environments, teacher education courses often focus on formal knowledge of the profession. However, classrooms deem evolve into practical knowledge, a more suitable philosophy. Moreover, fair practice, established routines and uncomplicated

procedures aides in the quality of instruction provided and in the ability of students to retain, analyze and reconceptualize what they learned. By incorporating these concepts into syllabus design, courses in teacher education programs will become academically stronger leading to a higher quality of teacher being produced.

This dissertation will prove that superior teacher education programs begin in the design of their course syllabi and will answer *What does a well-designed syllabus look like?* by comparing 10 undergraduate classroom management course syllabi currently in use at six Tier One universities in the United States. Additionally, it will spotlight successful strategies in syllabus preparation to implement prior to the installation of accountability measures in teaching preparation programs and will discuss the evolutional paradigms of classroom management theory and teacher preparation programs.

It is proposed that a more conscious evolution of teacher education programs informed by formal and informal studies and forthcoming required policies take place in the development of the curriculum for undergraduate courses in higher education as a pro-active response to address education critics, field reformers and the complexities of future students.

Keywords: syllabus design, teacher education, Tier One universities, classroom management, course construction

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1 – INTRODUCTION

"Believe you can and you're halfway there."
Teddy Roosevelt

It takes six months to figure out what to do at a new job and another six months to feel comfortable doing it. These are words of motherly advice when first starting with a new company, in a new position or just starting a career. The sentiment of this philosophy makes the uneasiness feelings of being lost, hopelessness and uncertainty of what to do next a bit easier to swallow knowing that within a short time they will be replaced by order, a sense of control and being competent. Yet, they hardly console first-year teachers. By the time they figure out what they should be doing in the classroom, two-thirds of the school year is gone. And by the time they feel comfortable doing it, 18 months has elapsed and another crop of students has entered their classroom ready to learn.

Teachers face the difficult task of maintaining good order in the classroom whether it is their first or three thousandth day of teaching. Since the 1970s, this task has become increasingly difficult, as societal perceptions of authority have changed dramatically. Likewise, those in authoritative positions have altered their viewpoints of those perceived to be below them on the corporate ladder. Some of the changes are positive, leading to a greater sense of self-confidence (Hoover, 2011). Yet, others have led to a decrease in the morals of society as a whole, such as the preponderance of lies to achieve individual goals, a *laissez-faire* attitude toward substance abuse and an increase in the lack of respect for other. It is these latter changes making classroom management and, generally, life in school more difficult, more demanding on the participants in the

academic process, particularly those responsible for and expected consistently to maintain a positive learning environment.

PUTTING CLASSROOM MANAGEMENT INTO PROPER PERSPECTIVE

To say a major concern of parents, teachers and administrators are the behavior problems of students would be an understatement. Furthermore, to say these problems can affect teacher instruction, student performance and school safety also would be an understatement. These sentiments echoed by academic participants have languished in the minds of society since the one room schoolhouse. Additionally, academic rankings of student performance and campus violence actions have seen an increase of their exposure in the media outlets revolving around the 24/7 news cycle. Thusly, the public at-large now has a heightened sense "personal knowledge" about the realities of a classroom environment and those student and teacher behaviors that have an effect of academic learning. The 2010 Phi Delta Kappa/Gallup Poll of Public Attitudes toward Public Schools found discipline rated in second place as the largest concern about education in the United States (Jones, 2011). The biggest concern was school funding. Furthermore, these public concerns are well grounded. Jones writes:

> Data from the National Center for Educational Statistics demonstrates that during the 2007-2008 school year, 10 percent of male students and 5 percent of female students in grades 9 through 12 reported being threatened or injured with a weapon on school property during the previous year (2011, p. 3).

Teachers echo this concern about student behavior as well. In a recent study, over one third of teachers polled wither agreed or strongly agreed that student behavior problems interfered with their daily teaching responsibilities (National Center for Education Statistics, 2009). Teacher often report, not surprisingly perhaps, dissatisfaction with student behavior as a reason for transferring schools or for leaving the profession altogether, ranking it fourth and fifth respectively (U.S. Department of Education, 2005).

However, teacher concerns about student behavior and classroom management issues do more do more than create unnecessary stress for teachers. They also play a pivotal role in the overall number of teachers who enter into or remain in the field for an extended period. In addition, these concerns often force teachers to limit use of instructional methods to actively engage students in the learning process (Lotan, 2006), to curb the amount of sporadic non-academic teachable moments or to even eliminate entire units of study overall. For the opposite of the above to be true – a decrease of unnecessary stress, increase in teacher retention and instructional methods employed, and an upswing in teachable moments - teachers must be aware of and become comfortable with classroom management skills.

Whereas social factors often challenge the overall performance of a teacher, studies indicate that teachers and schools do create a dramatic transformation in the lives of many families. Yet, both factions differ dramatically in their abilities to assist students in cultivating desirable behaviors and in increasing academic and social performances. In 2000, a U.S. Department of Education publication stated that, “Studies indicate that approximately four of every five disruptive students can be traced to some dysfunction in

the way schools are organized, staff members are trained, or schools are run" (2000, p. 10). Research also indicates teachers can see a dramatic improvement in their classroom management skills by being involved with in-service/professional development classroom management work as well as by attending a comprehensive teacher education program well-grounded in the arena of classroom management.

This dissertation will trace the historical development of the arena of classroom management, spotlight a variety of theories and their individualized conceptual components, analyze the curricula in six undergraduate course syllabi currently in use in teacher preparation programs at Tier One universities in the United States, offer suggestions for improving syllabi design an innovative undergraduate course syllabus (for pre-service teachers) and a practical professional development seminar (for classroom teachers).

WHAT IS CLASSROOM MANAGEMENT?

It seems there are as many definitions of the term "classroom management" as there are stars in the Milky Way Galaxy. However, none include the word "effective" before the term is introduced. Whether this is an intentional act assuming the word "effective" is simply implied or an unintentional act assuming the internal character of a teacher bares no effect on the outcomes in the classroom, is hard to determine. However, an all-encompassing definition of *Classroom Management* will involve "teacher actions to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation" (Burden, 2006, p. 4).

Managing a class bursting with students is one of the biggest challenges faced by teachers. If teachers do not have an sufficient place in place, there will not be much

opportunity for students to engage in meaningful learning experiences. Thus, teachers will find themselves referring instead of teaching. Research shows that a high incidence of classroom disciplinary problems has a significant impact on the effectiveness of teaching and learning. In this respect, it has been found that teachers facing such issues fail to plan and design appropriate instructional tasks. "They also tend to neglect variety in lesson plans and rarely prompt students to discuss or evaluate the materials they are learning" (AsiaEUniversity, 2009, p. 230). They also fail at establishing order and routines within the learning community.

A learning community needs "to have order for students to be successful" (Burden, 2006, p. 4). With order, students follow necessary actions to ensure the success of a particular event or task. To ensure this success, students choose to focus on the instructional task as hand rather than to misbehave. Consistent management and organizational skills of teachers lead to fewer classroom discipline problems (AsiaEUniversity, 2009). However, classroom management is not the same as discipline, as this is the response to misbehavior. It originates from the Latin work *discere*, which means *to learn.* In its original sense, the term *discipline* is the systematic instruction imparting the knowledge and/or skills of a craft or trade. Additionally, it refers to the following of a particular code of moral order, as in the case of the disciples of Jesus.

The discipline of competent classroom management will ensure the smoothness of classroom lessons in spite of intentional student misbehavior. Additionally, competent classroom management will lessen the incidents of disruptive behavior. Going further, this method refers to the planning and preparation of materials, organization, classroom

décor, and the establishment and enforcement of routines - all necessary activities with the aim of creating and maintaining an orderly learning environment.

GOALS & ACCOMPLISHMENTS OF CLASSROOM MANAGEMENT

Many teachers establish rules and procedures at the beginning of the school year and attempt consistency in enforcing these tenets throughout the year. Some also would argue, I included, for administering positive consequences when rules are followed similar to the Classical Conditioning techniques of Ivan Pavlov. A positive consequence will increase the likelihood of the desired behaviors being repeated and eventually will extinguishing negative ones. In my classroom, this technique was used in respect to tardies. As a group, if the students arrived on time to class 20 consecutive days, then they received a free day that consisted of food, movies and drinks….and no academic learning. In the course of a 186-day school year and with 25 students per class and five classes taught during the day, 23,250 opportunities to arrive late to class were presented. And over that same period, on average two discipline referrals were written for tardies. However, a more holistic approach to classroom management is now the norm. An example of this approach would be affirmation instruction in an attempt to guide students toward success. This is accomplished by helping them see how personal effort can lead to personal success in the academic classroom and relies upon creating (or manipulating) an environment where students can feel successful due to their own intentional efforts. The classroom environment "not only provides a context for learning and includes the physical space, furnishings, resources and materials, but also the class atmosphere, participants' attitudes and emotions, and the social dynamics of the learning experience" (AsiaEUniversity, 2009).

A classroom, which is both compelling and needed-meeting to both students and teachers, is a well-organized classroom, but this just does not happen in the context of the normal environment. All teacher actions and reactions should focus on increasing student achievement, minimizing disruptions and fostering a safe environment where students are able to gain knowledge and retain information. This, after all, is the overreaching goal of education.

The Importance and Goals of Classroom Management

Simply put, the primary purpose of classroom management is to gain control of the classroom. And again, there are as many touted goals propounded by classroom management as there are stars in the Milky Way Galaxy. Yet, the theoretical basis for each can be reduced to two common principles: (1) to create and maintain a positive, productive learning environment; and (2) to support and foster a safe classroom community (AsiaEUniversity, 2009). The abilities to manage student behavior and organize a classroom are critical in achieving positive learning environment. While rational behavior management does not guarantee productive instruction, it does establish, however, an environment in which good instruction can take place (Oliver & Reschly, 2007). Mutually, highly proficient instruction reduces classroom behavior problems (Emmer & Stough, 2001).

As attested to by the vast amount of research also taking its position in the Milky Way Galaxy, classroom organization skills and behavior management responsibilities play a large role toward influencing people in choosing teaching as a career path. In the longitudinal study conducted by Browers and Tomic concerning teacher burnout and self-efficacy, new teachers typically expressed concerns regarding lacking the knowledge and

means to handle the disruptive behaviors of students (Browers & Tomic, 2000). It is no surprise that those lacking in behavior management training and classroom discipline tools consistently are ineffective as teachers. These factors lead to high levels of unnecessary stress and symptoms of teacher burnout to appear. Therefore, underlying goal in classroom management is two-fold: first, to achieve a positive working environment conducive to the student acquiescence of required knowledge; and second, to create a desirable, peaceful and productive professional milieu for the teacher.

What Proficient Classroom Management Accomplishes

A comprehensive assembly of a classroom management plan should guide teacher instruction and seek to bolster appropriate student behavior. By being supportive and encouraging that an productive learning community can be created. An instrumental classroom management plan helps to achieve the following purposes (Charles & Charles, 2004): (1) maintains an effective learning environment; (2) encourages good personal relations; (3) helps student cultivate self-control; (4) heightens the sense of purpose of a student; and (5) nurtures a sense of personal responsibility to himself and to others. These five accomplishments will familiarize students with acceptable behaviors and unacceptable misbehaviors allowed in the classroom and/or school building. In other words, if these five accomplishments are achieved, then students should behave in ways that facilitate learning. "However, the teacher should understand that children's behaviour is not automatic" (AsiaEUniversity, 2009, p. 235). Truth be told, the behavior expected by students could be contrary to their natural inclinations.

BEHAVIOR vs. MISBEHAVIOR

Even with the most efficient management system in place, students will lose interest in the lesson and begin counting the ceiling tiles. This type of off task behavior is a daily occurrence in every classroom. As a general rule of thumb, tasks should be changed every minute for a year of student age, i.e. an 11-year-old can focus on a task for no more than 11 minutes. Additionally, teacher should employ a higher number questions from the higher levels of Bloom's Taxonomy (analyze, synthesize and evaluate). Finally, teachers should allow themselves the freedom to be silly in front of their students. The majority of students will remain on task if the teacher routinely utilizes these strategies. And yet, students still will lose focus and teachers must be prepared to respond with appropriate redirection strategies to restore order (Burden, 2006). Teacher strategy selection is made after several questions first are assessed: (1) Where is this misbehavior actually coming from?; (2) To whom is it really addressed?; (3) What is the root the misbehavior; (3) What severity is this misbehavior?; and (4) What emotion brought on this misbehavior? To provide an indication for appropriate strategy selection, a thorough assessment of these questions first must be concluded…and often times a teacher will have mere seconds to perform this assessment.

Many teachers will say the best way to deal with discipline problems is to avoid them in the first place, which is the same as saying to avoid wrinkles one should stop growing old. With a strong classroom management base, discipline problems still will exist, but the minor ones will be extinguished while the major ones will have a diminished severity. These same prior teachers say that by developing challenging, interesting, and exciting lessons and by treating students with dignity and respect,

discipline issues will be non-existence. This is the same as believing that treating my hair with high-end hair products will stop it from turning gray. Misbehaviors, no matter how well the teacher is prepared, still will be present in the classroom throwing off the momentum of the lesson, the focus of the students and the train of cognitive thought of the teacher. The question then becomes…how long will it be before everyone can get back on track?

Understanding Discipline & Misbehavior

In terms of simplicity, students are off task when they are not participating in the planned instructional activity. However, the non-disruptive student may cease to be noticed by the teacher, as the student is not causing an outward disruption to the classroom environment. These students may be contemplating a personal or academic issue, daydreaming (my personal academic strategy as a student), or doing homework from another class. Yet, these types of activities still are prohibitive and limit their engagement in planned instructional activities (Burden, 2006). "Students who are off task need to be addressed differently than students who are purposely misbehaving and interfering with the academic actives" (Burden, 2006, p. 8). In either case, intervention is the key in discontinuing the misbehaviors.

Research recognizes that teacher decisions concerning the best intervention strategies are complex judgments about the act itself relating to the psychological profile of the student and the specific circumstance at the specific moment in a specific class. "Some student actions are clearly misbehavior and require teacher intervention" (Burden, 2006, p. 9). For example, a 16-year-old freshman during my second year teaching told me to "Fu** Off" when he was asked to sit in his seat assigned under Section 504

guidelines during instructional time. This intentional misbehavior required my immediate attention and resulted in removing him from the classroom environment and calling his father at work. In many cases, however, the situation is not quite so dramatic in nature and simple to solve. For example, what is the best intervention strategy to use when a 14-year-old female student arrives to class sobbing because her boyfriend broke-up with her during the prior class period? According to Burden (2006), the key to understanding the root of misbehavior is to "view what students do in the context of the classroom structure" (p. 9). In addition, not every intentional violation of a rule is essentially misbehavior. For instance, students voicing disgust with the 25+ year old textbooks they were issued by the school district. In this case, actions and consequences should be addressed, not intervention strategies to prevent the behavior from occurring in the first place. However, intervention would occur if those books started to fly across the room.

Misbehavior, then, needs to be seen as an "action in context" (Mehan, Hertweck, Combs, & Flynn, 1982) and required interpretation based on what the teacher knows about the configuration of the influencing aspect. "You need to make reliable judgments about the probably consequences of student's actions in different situations" (Burden, 2006, p. 9). *Reliable* means to be dependable in achievement, accuracy and in honest. Or, in terms of my family motto, it means to "say what you mean and mean what you say." And it means to be fair in intervention strategies without making uninformed, spur-of-the-moment decisions about behavior and misbehavior as this type of intervention strategy routinely will backfire producing an increase in the undesirable behavior rather than an extinction. Moreover, every teacher will make these types of bad decisions, too.

For example, after catching a student writing/reading a note during instruction time, I took the note, read it and taped it to the front board. In an effort to "get my point across," I then drew a circle around it with the caption "Look at me" and arrows pointing to the note. Obviously, other students read the private note. The intention was to show note writing would not be tolerated and cause embarrassment to student. However, it was the latter intention that caused me to remove the note after the class period and apologize to the student several times over the subsequent weeks. Emphasizing the rule is one thing, but not at the emotion and psychological expense of the student. This was a lesson learned on my part.

The word *discipline* has as many definitions, again borrowing from space, as there are stars in the Milky Way Galaxy. According to Wilford A. Weber (2005), discipline means what teachers do to help students behave acceptably in school. It is intended to prevent, suppress, and redirect misbehavior. He writes:

> All teachers know that students sometimes behave with sweetness, kindness, gentility, consideration, helpfulness, and honesty. Their doing so makes teaching one of the most satisfying of all professions. But students also behave at times with hostility, abusiveness, disrespect, disinterest, and cruelty, all of which can devastate person feelings and severely damage the learning climate of the classroom (2005, p. 3).

The hope is that by applying various discipline techniques self-discipline will occur in and out of the classroom, but, more importantly for the latter, that misbehavior will become extinct. Before this happens though, it is important to become familiar with the various categories of misbehaviors.

Five Types of Misbehaviors

Weber (2005) writes that misbehavior is behavior that is "considered inappropriate for the setting or situation in which it occurs" (Weber, 2005, p. 2). It is an intentional act on the part of the student created with malice aforethought. That is, students purposely behave in a way they know will result in harming another negatively, whether emotionally, physically or psychologically. Interestingly, this term is often used to separate first- and second- degree murder charges being established against an accused individual.

Teachers contend with five broad types of misbehavior (Weber, 2005) and generally agree with the assessment of social scientists in the levels of societal seriousness of the misbehaviors. In descending order, they are: (1) aggression; (2) immorality; (2) defiance of authority; (4) class disruptions; and (5) goofing off. Yet, teachers in practice rarely experience the first three. It is the relatively innocuous behaviors, such as inappropriate laughing or consistent pen clicking, which waste more instructional time and pose the largest threat to instructional learning driving teachers to distraction and ruin learning for everyone.

PREVIEWING THE LITERATURE & RESEARCH

Critical to achieving positive education outcomes is the ability of teachers to organize classrooms and manage the behavior of their students. New teachers cite competencies in classroom organization and behavior management as holding the highest regard in personal strategies, yet lowest in terms of teacher education preparation courses (Ingersoll & Smith, 2003). Routinely, those pre-service teachers I have taught express unsolicited frustrations with a lack in training in classroom organization and behavior

management techniques. They feel these techniques not only warrant more devotion than studying a chapter in a text or one required course presented by professors usually through a bias lens. As one student wrote in 2008 on a course evaluation of an undergraduate Classroom Management course I taught: "I truly enjoyed this (classroom management course) and would take it again in an extended version to learn more. I feel there's much more to learn on this topic." Another in an email from 2010 writes, "Even though I learned alot in your class about management, I feel SO overwhelmed right now. The kids are nothing like I thought they would be. At least (this course) told us about the realities of classroom management and gave us alot of options. I hated the (Classroom Management Plan) project when we did it, but now I realize how important it was. Thanks." Even though this is a very small sampling of teacher education students and the responses were either unsolicited or anonymous, it is clear pre-service teachers are experiencing a lack of confidence in their knowledge basis of productive classroom management skills. In addition, the research supports this belief as well. According to Browers and Tomic (2000), typically new teachers complain about lacking the means to regulate disruptive behaviors in the classroom. Interestingly, people are internal complainers at large, yet these specific complaints are being externalized too, making this a major issue to address in teacher education programs at universities. Obviously, a lack in preparedness is being felt by the next generation of teachers and they are calling for action on the part of teacher education programs and school administrators.

Current classroom teachers cite inadequate professional development as a major contributing factor to why teachers eventually leave the profession (Ingersoll & Smith, 2003). As a novice teacher 15 years ago, I was shocked and appalled by the vast amount

of teachers working crossword puzzle books and reading novels during a professional development seminar. Yet, what confused me the most were these teachers were the ones I wanted to emulate in my career. Smart, caring, competent teachers intentionally were choosing to be off task – this is like the pot calling the kettle black. Why give a professional development seminar to teachers when it is not meeting the individual needs of those teachers who have been verbal in their wants? Many teachers, both novice and experienced, report little assistance from administrators in establishing positive and productive classroom environments (Baker, 2005; Siebert, 2005), yet are told to "keep it in the walls of the classroom." Teacher educators, on the other hand, insist their programs teach classroom organization and behavior management skills, but the implication that required skills are not presented methodically or within an adequate classroom context (Siebert, 2005).

Additionally, from personal experience, many teacher educators also approach this topic from a bias perspective, meaning their personal beliefs will shape which theories and strategies are discussed and how they are presented. Likewise, these beliefs also shape which theories and strategies intentionally are left on the floor, and, in essence is a practice of the Essentialism philosophy in education. The purpose of this philosophy is to transmit certain, selected elements of knowledge from one generation to the next and considers students to be the immature subjects of adult teachers. Pavlov, Edward Thorndike (father of standardized testing), Benjamin Bloom (Bloom's Taxonomy) and B.F. Skinner (Operant Condition) were proponents of this philosophy. Even though Essentialism this is the current practice in the educational reform movement today, teachers also should recognize that all classroom participants bring their bodies, emotions

and spirits, along with their minds, to the classroom daily. This Progressivism philosophy of education generally is practiced today by classroom teachers where teachers see themselves as counselors to students and facilitators of learning rather than expounders of subject matter. The primary purpose of Progressivism is to help each student develop, to allow choice and to develop the direction the students wish for themselves. In essence, a teacher presents all of the information available and allows the student to choose the material best suited to the psychological, emotional, physical and cognitive needs at the time. Additionally, it allows students to change their minds, as truth is relative and ever changing. Proponents of this method are John Dewey, Carl Rogers (student-centered learning) and William Glasser (Choice Theory). Moreover, it is through the foundations of the Progressivism philosophy that higher education teacher preparation courses in classroom management as well as professional development seminars should be developed and organized.

CHAPTER 2 – LITERATURE REVIEW

"There are people who make things happen, there are people who watch things happen, and there are people who wonder what happened.
To be successful, you need to be a person who makes things happen"
Jim A. Lovell, NASA Astronaut

Drawing from one of the billions of stars in the Milky Way Galaxy, classroom management can be defined at the "orchestration of the learning environment of a group of individuals within a classroom setting" (Evertson, 2011). Until the mid-1970s, the topic of classroom management was seen as an entity separate from classroom instruction. The two topics occupied the same space, yet never intermingled. Management decisions were the forerunners to classroom instruction and were treated in the cannon of literature as though they were free of overlap. The prevalent teacher image was to develop a classroom management plan first, then begin academic instruction without further though to management decisions. In other words, strategies were put in place on the first day of school and never discussed or thought about again until disobeyed by a student and punished by the teacher, often to the surprise of the student. Field research in the 1980s, however, demonstrated that management and instruction are not separate entities, but rather inextricably interlaced and extremely complex in nature (Evertson, 2011). We now are operating on a *which came first – the chicken or the egg* approach to the field. One simply cannot exist without the other.

Very little canonized literature exists on the subject of syllabi study. Therefore, this section will focus on the literature of classroom management.

REVIEWING THE LITERATURE OF CLASSROOM MANAGEMENT

The classroom management strategies employed by teachers also communicates hidden information about personal beliefs concerning curricular content, the learning

process and moral values, and the strategies are shaped by philosophies of the theories most closely associate with their personal core beliefs. It also restricts the types of teacher instruction taking place in a particular classroom (Evertson, 2011).

A learning environment in which the teacher takes complete responsibility for guiding the actions of student (Essentialism) will appear different than one in which students are taught and encouraged to assume personal responsibility (Progressivism). According to Evertson (2011), the content will be approached and understood differently in each of these settings. The association amongst instructional activity and management assessment further strengthens the interconnected nature of classroom management and course curriculum.

As a result of this broadened connection between classroom management and course curriculum, research has moved away from a focus on simply controlling student behavior and moved more toward developing teacher knowledge to create actions that implement and maintain a productive learning environment. Everything a teacher does has implications for classroom management (Evertson, 2011), including the mood of the environment, room decorations, seating arranging, communicating with students and others, establishing routines (and then executing, modifying, and reinstituting them as necessary), producing fair rules and being consistent in the treatment of students. These are all aspects in the study of the history of classroom management theory, a recent phenomenon.

BRIEF HISTORY OF THE MAJOR RESEARCH STUDIES

While classroom management has been a primary concern of teachers since teachers and students first transected, the actual study of classroom management by

educators is a relatively recent endeavor. The research over the past 30 years indicates that classroom management is a critical ingredient in developing a captivating teaching style. Countless studies, numerous journal articles, a canon of books and 100s of websites have been dedicated in publishing theories, "best practice" techniques and "effective" tools and "promised results" under the guise of classroom management. However, the bottom line is that all are trying to help the classroom teacher better help the student. Below, five major studies (Marzano, 2003) are presented relating to the historical development of recent classroom management education study.

Jacob Kounin (1970)

The first high-profile, large-scale study of classroom management was performed by Jacob Kounin in 1970. "He analyzed videotapes of 49 first and second grade classrooms and coded the behavior of students and teachers" (Marzano, 2003, p. 5). Through analyzing the codes, Kounin identified several critical dimensions that lead to an proficient classroom management style. The critical dimensions (Kounin, 1970) are: (1) withitness; (2) the smoothness during and momentum of lesson presentations; (3) preemptively letting the students know what behavior is expected of them at any given point in time; and (4) the variety and intellectual challenge of seatwork assignments. Of these four, the dimension of with-it-ness consistently separated excellent classroom managers from those with average or below average skills (Marzano, 2003).

Jere Brophy & Carolyn Evertson (1976)

In 1976 Brophy and Evertson reported their results in a book titled *Learning from Teaching: A Developmental Perspective*. The study focused on a wide variety of teaching behaviors and was concerned with determining the critical aspects of efficient

teaching. The most critical surfaced as classroom management (Marzano, 2003). Their sample included 68 elementary teachers and the academic achievements of their students. Thirty teachers had students whom consistently exhibited better than expected gains in achievements. The remaining teachers had students whose performances were considered to be more typical of the predetermined academic expectation. In essence, this study might be considered as a "comparison of exceptional teachers with average teachers" (Marzano, 2003, p. 5). Their results echoed the finding of Kounin relative to the importance of productive classroom management. Brophy and Evertson write about their study:

> Probably the most important point to bear in mind is that almost all surveys of teacher effectiveness report that classroom management skills are of primary importance in determining teacher success, whether it is measure by student learning or by ratings. … A teacher grossly inadequate in classroom management skills is probably not going to accomplish much (1976, p. 27).

Research & Development Center for Teacher Education in Austin, Texas (1980, 1980, 1981, 1982)

Marzano noted in his book *Classroom Management That Works: Research-based Strategies for Every Teacher* (2003) that a series of four studies conducted at the University of Texas Research and Development Center for Teacher Education in Austin served as a milestone in classroom management research. The first two correlational studies were concerned with identifying the teacher actions associated with the on-task and disruptive behaviors of students and, again, the earlier findings of Kounin were

strongly supported. The first study involved 27 elementary school teachers while the second involved 51 junior high school teachers. In the state of Texas, junior high is defined as grades six, seven and eight. "Results from the elementary school study were reported in Emmer, Evertson and Anderson (1980) and Anderson, Evertson and Emmer (1980)" (Marzano, 2003, p. 6). In addition, the junior high study results, as noted by Marzano (2003) were reported in Evertson and Emmer (1982) and in Sanford and Evertson (1981). The significant conclusion of the first set of correlational studies was that in order for classroom management to be effective and create a well-managed learning environment, attention at the beginning of the year was vital.

The third and fourth correlational studies, based on findings from the first two study sets examined the impact of teacher training in classroom management techniques at elementary and junior high levels respectively. As noted by Marzano (2003), the results from these studies "were reported by Emmer, Sanford, Clements and Martin (1982); Emmer, Sanford, Evertson and Clements and Martin (1981) and Evertson, Emmer, Sanford and Clements (1983)" (p. 6).

As a whole, "these four correlational studies set the stage for research and practice in classroom management from the late 1980s through the 1990s" (Marzano, 2003, p. 6) and resulted in two books (one elementary, one junior high) on classroom management both from Evertson, Emmer & Worsham in 2003. Marzano considers these books as primary resources for the application of the research on classroom management to K-12 education, while others in the field considers these are secondary sources.

Jere Brophy (1992, 1996)

The Classroom Strategy conducted by Jere Brophy first conducted with McCaslin in 1992 and then alone in 1996 and is considered as the next major study addressing classroom management. Effective and ineffective teachers were identified followed by in-depth interviews with and observations of the 98 participants. Stages vignettes were provided highlighting specific types of students, i.e. hostile-aggressive, passive-aggressive, hyperactive, etc., in specific situations (Marzano, 2003). While this study resulted in a variety of findings, the one in relationship to classroom management found that "effective managers tend to employ different types of strategies with different types of students, whereas ineffective managers tended to use the same strategies regardless of the types of students or the situation" (Marzano, 2003, p. 6).

Margaret Wong, Geneva Haertel & Herbert Walberg (1993)

While the above studies provided education with an insightful confirmation of the need for efficient classroom management skills, the concept received its strongest endorsement in 1993 from Margaret Wang, Geneva Haertel and Herbert Walberg. Their study combined the results of three previous studies forming the first meta-analysis of this concept. One study focused on a 161 literature pieces concerning classroom management - 86 chapters from annual research reviews, 44 handbook chapters, 20 government and commissioned reports and 11 journal articles were analyzed (Marzano, 2003). These examinations lead to the creation of 228 variables as being identified as having an impact on student achievement. Another study involved surveying 134 experts in education. They were asked to rate the 228 variables individually in terms of the relative impact strength on student achievement. The final study involved 91

comprehensive analyses of 91 major research amalgamations. The end result of this massive three-study review was that in terms of its impact on student achievement, the first priority was to develop an all-inclusive philosophy of classroom management.

MY PERSONAL PHILOSOPHY OF EDUCATION

It is important to note my personal philosophy of education here as it indirectly relates to the selection of those theorists whom played a pivotal role in influencing the classroom management area. As standard theory creating unification between pedagogy, curriculum, theory, and philosophy, a philosophy of education is grounded in specific assumptive modules concerning one's nature of being, their epistemological scope of knowledge and their individualized conventional core beliefs. The philosophy of education can be concerned with either the study of the process of education itself or from the discipline of the field. Routinely, it is influenced by current educational policy and personal pedagogy, as well as how the curriculum shapes learning. In short, an educational philosophy is the link between theory and practice.

On the Process of Education…

Often recalling the beliefs of John Dewey and William Glasser, the needs and interests of pre-service teachers are at the forefront when creating a course curriculum. Clear expectations and reasonable goals, without sacrificing self-efficacy or self-esteem of pre-service teachers, are at the forefront of each assignment. And assessment measures focus on individual growth as well as absolute achievement. Education is not simply a product, but rather the process toward the synthesis of facts and beliefs. Pre-service teachers are accepted for who they are and what proficiencies they already have. By helping pre-service teachers increase their own learning through using personal

learning styles and the Socratic Method, they are motivated to become productive learners who learn without the fear of failure. I challenge them to go beyond their perceived best by creating a climate of caring and trust, help them set challenging but achievable goals, and support their personal and academic achievements.

On the Discipline of Education…

As a proficient teacher, lessons are planned and conducted from the viewpoint of the student. In my classroom, questions, problems, cases and real-world examples are used to build cognitive bridges transporting learners from simpler ways of thinking to innovative and sophisticated forms of reasoning. Text learning is supplemented with investigations and minimally-directed discussions using the Socratic Method. Using the acumens of Albert Einstein, Aristotle and Leonardo De Vinci, rational judgments and logical progressions allow pre-service teachers to form their own interpretations of the textual content and discuss their beliefs in a safe learning environment. And adding the acumens of Stephen Hawking and Neil de Grasse Tyson, complex information is made simple and routinely includes multiple entry points based on the current knowledge of the pre-service teachers. In addition, formal and informal writing assignments as well as group and individual speaking coursework routinely are used as teaching tools. My goal is to teach students about life and for life, not simply just for a few weeks.

On Being a Facilitator of Education…

There is a saying in my family that goes, "Say what you mean and mean what you say." I practice this value daily and believe it is the foundation for being honest and trustworthy, which are the cornerstones to a high-quality education. Relying on The Golden Rule and a high sense of integrity, a facilitator in the classroom is no different

from a facilitator in life. Being aware of how decisions, behaviors and attitudes affect others, an authentic person strives to bring out the positive attributes in those around them. In turn, they will bring out the positives in those people around them and so forth, leading to positive, life-changing beliefs in our moral code of conduct.

THOSE WHO HELPED SHAPE THE CLASSROOM MANAGEMENT ARENA

The intention of a well-managed classroom is to create an exciting and dynamic learning experience for all. Unfortunately, student behavior and teacher lack of management skills can interfere with this process. Classroom discipline plays a large part in the current educational system (Kaliska, 2000). Research routinely has shown that teachers feel overwhelmed by and a lack of power when behavior problems arise in their classrooms. As Lee Canter (1997) noted, in the past a stern look or warning was sufficient to force a student to behave correctly, i.e. give students the "teacher look." Nevertheless, the social and political mayhems of the late 1960s and early 1970s lead to a decline in the instinctive respect given to any authority figure. Furthermore, no authority figure was immune to this blatant disregard of respectful behavior either and the presence of this exploit continues to be felt today. In order to create a contemporary productive behavior management approach that fit the needs of teachers and students today, foundational evidence leading to the creation of the area must be first considered.

Behavior theorists, beginning in the 1930s, began describing the framework of constructive theories that allow for encouraging and the maintaining of desirable behaviors in the classroom, and it is these theories that exponentially have influenced classroom management. While a few current studies focus on student achievement or teacher attitudes to derive outcomes (Emmer & Stough, 2001), a majority of classroom

management research of today is concerned with identifying theories on how teachers can develop student engagement, while decreasing classroom disruptions.

Yet, these current theories are rooted in the foundational framework of classroom management and critically have influenced the shape of the field. For the purposes of this work, the term *foundational* will refer to establishing the basis of, as in *respect is foundational to trust*. Likewise, the term *critical* will refer to the ability to use skillful judgment in an effort to establish truth, as in *critical thinking involves a higher-order of cognitive processing*.

Foundational Influences

Although a large number of scholars and research would fit into the category of being a foundational influence in the arena of classroom management, the following six were selected for review as their theories still resonate with the current practical philosophies of educators and the strategies are still in practice in the classrooms of today. Like the stars in the Milky Way Galaxy, the actual list of foundational influences will vary due to which philosophical beliefs the teacher can most relate. These influences resonate with my personal philosophy of education. With the assistance of Manning and Bucher (2007), Table 1 provides an overview of these theorists and the key concepts they founded followed by a brief biological profile of each.

Table 1: Overview of the Foundational Classroom Management Theorists

Theorist	Model	Key Concepts
William Glasser	*Choice Theory*	Quality Schools Students Psychological Needs
Thomas Gordon	*The Gordon Method*	Self-Discipline Problem Ownership Active Listening I-Messages Conflict Resolution
Alfie Kohn	*The Kohn Principles**	Learner-created Meaning Contextual & Purposeful Knowledge Active & Impactful Student Voice Denouncement of Accountability Movement & Homework
Abraham Maslow	*Maslow's Theory of Hierarchy of Needs*	Physiological needs Safety needs Love and belonging Esteem Self-actualization Self-transcendence
Fritz Redl & William Wattenberg	*Group Life and Classroom Discipline*	Reality Appraisal Group Life in the Classroom Supporting Self-Control Situational Assistance Pleasure-Pain Principle
Burrhus Frederick Skinner	*Behavior Modification*	Operant Conditioning Positive Reinforcement Negative Reinforcement

** Hertel termed*

William Glasser.

Born 1925 in Cleveland, Ohio, Glasser is responsible for the development of Reality Therapy and Control Theory for use in the medical community. While mainstream psychiatrists focus on classifying psychiatric disorders and prescribe psychotropic medications to treat mental disorders, his ideas instead focus on personal elements such as choice, responsibility and transformation. He is notable for creating

broader application of his theories to the educational field. In 1996, he renamed Control Theory to Choice Theory, which argues that behavior is inspired by specific wants or needs at a particular time rather than an external stimulus. He believes that behavior of all living creatures is needs fulfilling in one or more of the following areas: (1) survival; (2) belonging; (3) power; (4) freedom; and (5) fun. His theory stressed the use of choice by constructing judgments based on personal values before acting out on the desired behavior (Emmer & Stough, 2001). Through value judgments, students realize the importance of and consequences in making "good" choices in behavior thus increasing the likelihood of the desired behavior being repeated.

Thomas Gordon.

Born in 1918, Thomas Gordon is regarded as a communication innovator. The Gordon Method, teaching communication and conflict resolution skills to the general population, included skills for building and maintaining productive relationships. These skills - active listening, I-messages and no-lose conflict resolution - are the result of his philosophical belief that use of coercive power damages relationships (Manning & Bucher, 2007). In 1970, Gordon penned the Parent Effectiveness Training (P.E.T.) book, which gave many parents access to this philosophy of active communication and conflict resolution skills, which lent itself nicely to the world of the classroom, and, four years later, he authored the Teacher Effectiveness Training (T.E.T.) book. The T.E.T. course has been offered around the world as an educational model that eliminates authoritarian teaching and punitive discipline in the classroom (Manning & Bucher, 2007). Gordon passed away in 2002.

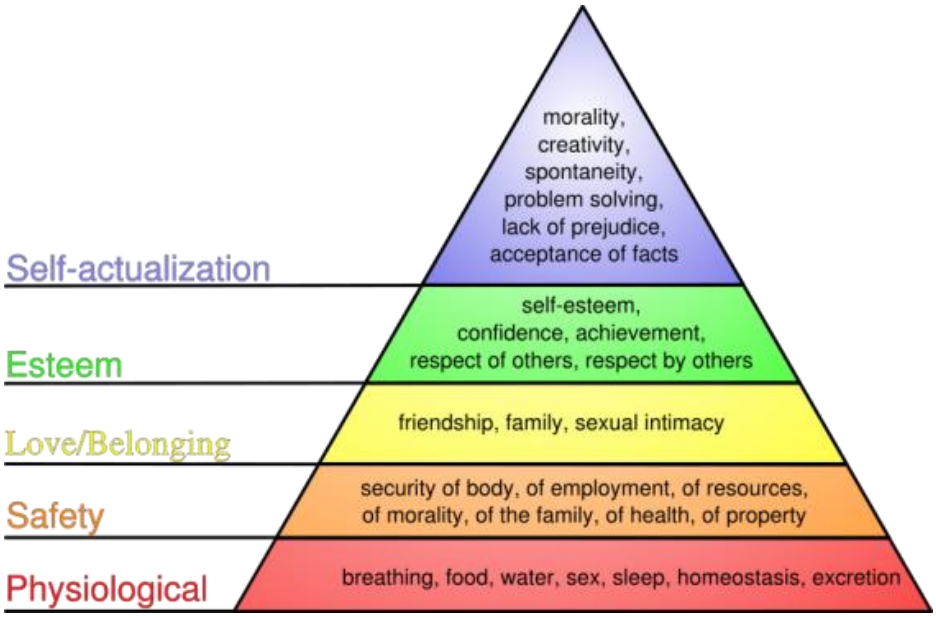
Alfie Kohn.

Born 1957 in Miami Beach, Florida, social scientist Kohn is considered to be a leading figure in progressive education and his challenges to widely accepted theories and practices make him extremely controversial in the educational realm, particularly with behaviorists, as he denounces the use of competition, incentive programs, conventional discipline, standardized testing and homework in the name of academia. These educational leanings align with the philosophies of John Dewey and Jean Piaget as both see students being the catalyst of personal learning rather than simple sponge absorbing information. Kohn believes learning should be organized around "problems, projects, and questions – rather than around lists of facts, skills and separate disciplines" (Kohn, 2008).

Abraham Maslow.

Born 1908 in Brooklyn, New York, Maslow believed positive qualities should be the focus of people instead of those focusing on negative criticism. Drawing on concepts stemming from his unhappy childhood and on the words of Albert Einstein, Eleanor Roosevelt and Frederick Douglass, Maslow developed a pyramid theory, called the Hierarchy of Needs, emphasizing six levels of basic needs – both psychological and physical – that are necessitated by all human beings. As one ascends to the top of the pyramid, as depicted in Figure 1, the conception of self-actualization is achieved.

Figure 1 Maslow's Hierarchy of Needs



(Mehta, 2007)

The theory of Maslow's Hierarchy of Needs also has found a place in the school environment. If the lower levels of these needs are not met, then basic functioning in the learning environment will be difficult, and maybe impossible (Kaliska, 2000). "Helping students meet their own needs is of the utmost importance to enhance student learning opportunities and to maintain teacher longevity in the classroom" (Kaliska, 2000, p. 11). The meeting of these needs is directly aligned with effective classroom management practices. Maslow passed away in 1970.

Fritz Redl & William Wattenberg.

Born 1902 in Austria, Redl is considered by many to be the father of the psychoeducation, a blending of the underpinnings of psychology with the theories of education. While a high school teacher in Germany, he recognized the need for a positive, respectful relationship between the teacher and student. Affection and love are

integral components in the success of any relationship, but especially important in those with a youth defiant undertone (Kaliska, 2000). In order to help the student, Redl believe the teacher must first understand the background and history of that student.

Born 1959, Wattenberg found similarities in natural ecology with the ecology in the classroom. "If we can reduce the occurrence of behaviour inimical work…there will be less need for the teacher to spend time on behaviour modifications" (Wattenberg, 1977). Like Redl, Wattenberg felt a need to understand delinquency as it related to the individual and it was through this interest they began to collaborate on a model for elucidating group dynamics.

Redl and Wattenberg noted a student would behave in one manner as an individual and in a different manner as a member of a group (Manning & Bucher, 2007). Influence techniques were identified for teachers that can be employed to manage classroom behaviors. "Their technique for supporting self-control is based on the belief that individuals control their own conduct and that much misbehavior results from a temporary lapse of an individual's control system rather than from a motivation to be disagreeable" (Manning & Bucher, 2007, p. 32).

Redl passed away in 1988.

Burrhus Frederick Skinner.

Born 1904 in Susquehanna, Pennsylvania, Skinner believed that teachers must learn the craft of teaching in order to be efficient teachers and that the use of positive reinforcement is more effective at establishing a desired behavior than the use of punishment in influencing rote learning and in penal disciplinary methods. He suggested the main concept of the latter is how to avoid future punishment (Kaliska, 2000).

However, this can backfire as a sense of loathing can develop for the new action when trying to avoid punishment again, i.e. piano practice can lead to not being grounded, but also to a hatred of the instrument itself. In short, he viewed learning as a link formed between a stimulus and an action. "Simple associations would accumulate to larger groups of learned associations" (Kaliska, 2000) and that true learning was a result of conditioning.

In the classroom environment, Skinner believes in providing rewards for good behaviors should be given, while ignoring or punishing wrong ones (Conte, 1994). By teachers learning and employing this technique, students will gain an understanding of expected classroom behaviors resulting in a well-behaved classroom. In *The Technology of Teaching*, he writes that teachers have not been provided with in in-depth understanding of the teaching practice nor of the cognitive learning processes (Skinner, 1968). Without learning the science behind punishment and teaching, teachers, he feared, will return to using poor or broken instructional procedures finding little success. His behavior modification techniques revolutionized the practice of teaching. Skinner passed away in 1990.

THE ORIGINS OF CLASSROOM MANAGEMENT

Among higher education institutions and practitioners, the theory of classroom management occupies a central place, particularly in teacher training and professional development seminars. What were once considered "control" practices, such as writing *I will not make fun of another student* on the blackboard 100 times, are no longer considered effective techniques at shaping the internal locus of control of the student or in creating a positive classroom environment. Instead, the common practice is to

"*manage"* student behavior with rewards, peer pressure and letting the student be involved in classroom decisions. This persistence of "management" is "indicated in the proliferation of research on classroom management, as teacher training shifts from what were once considered 'control' practices to an emphasis on 'management' practices" (Tavares, 1996, p. 189). Another indicator on the significance of classroom management is the number of workshops offered in various educational fields ranging from special education to in-service teacher training. Additionally, numerous institutions catering to teacher education offers courses specifically designed for undergraduate and graduate students that focus solely on the subject of classroom management. For many educators, the philosophical shift from "controlling" to "managing" student behavior represents a progressive and unambiguous improvement in the classroom.

Traditional Classroom Management

Since colonial days, government, community leaders, parents and teachers have explored and placed into practice the most effective means for educating children through current research, educational trends and government bribes. A few of the methods also have paid special attention the seemingly overall purpose of public education. Contemporary public schools, including parents and teachers, continue to debate with the government curricula needed in order for a student to achieve success and emanate self-discipline as an adult. Additionally, these factions spar over financial funding for various educational programs, like sexual education and prayer in schools, which also can influence self-discipline. However, before deciding future discipline techniques in education, it is helpful to review the history of public education in the United States.

Public education is government-mandated schooling for all children. Funded wholly or partially by taxes, i.e. property taxes, sales tax, etc., the term "public education" applies to basic, standard educational knowledge gained during the school years from Kindergarten to the 12th grade, also known as the K-12 setting. The term "primary education" includes Kindergarten and the elementary school grades (normally through 5th grade), while "secondary education" includes the middle and high school grades (normally 6th – 12th grades). Public education in the United States is different from that in other countries as it is the responsibility of each individual state, rather than the entire national government, to educate children in the public school setting.

The education system in the United States originally was for the wealthy until educational reformers Henry Barnard of Connecticut and Horace Mann of Massachusetts openly expressed hostility to the idea of exclusiveness beginning in the 1840s. In 1852, Mann published the *Common School Journal* bringing his educational concerns of fair-practice for all children to the public at-large. Educational reformers contended that common schooling for all resulted in a united society, one with less crime and lower poverty rates, and, therefore, produced productive and moral citizens. By the end of the 1800s and due to the demands of society, public elementary schooling for all became available and by 1918, all states had legislation for compulsory school attendance at the elementary school level.

From this point forward, states began taking a more proactive role in public education. Congress, with the approvals and installations of the National Defense Education Act (1958) and the Elementary and Secondary Education Act (1965), developed campaigns for such issues as the education of children in poverty and national

academic advancement in Mathematics and Science. A 1983 federal report written by the National Commission on Excellence in Education titled *A Nation at Risk: The Imperative for Educational Reforms* called for reforms in, among other things, teacher training, and touched off a wave of local, state and federal reform efforts. Additionally, the report leads to the still-present belief that American schools are failing and, by the 1990s, educational national standards had been raised. The most recent major public education advancement was in 2001 with the approval and instillation of the No Child Left Behind Act (NCLB), written under the Bill Clinton administration, which was designed to improve the quality of public schools and teacher effectiveness, provide parents with readily-available information on academic performances at all public schools. Another objective of NCLB was to reduce bureaucracy and give parents more flexibility in educational choices.

The beginnings of a widespread public school system can be trace to the Industrial Revolution. With the deluge of steel and manufacturing factories becoming a national epidemic, factory owners needed cheap workers disciplined to work the equipment and children provided an ample supply of these workers for the labor force. However, public schools did not focus on educating the child to their fullest intellectual levels; rather their curricula focused on learning to work in groups, to focus on the task at hand and to not question authority.

Public schools had been conceived with a labor directive in mind, one that was hierarchical in nature with each level holding absolute power over its perceived social inferiors, including the right to remind those below (whether through social, economic or intellectual class) of their inferiority through physical violence, thus instilling a sense of a

moral code of conduct. This right also extended to the teacher-student relationship with the teacher holding absolute power. The sense of disciplinary honor, and its inverse shame, provided students with a moral code to follow, one in which flowed into society as well. Butchart explains:

> Honor was a scarce commodity, meted out stingily by one's superiors. Authority and power were unambiguous and external, residing in the king and the nobility, and delegated through them to patriarchs in their families, and to masters, whether guild masters, slave masters, or schoolmasters (1995, p. 169).

The schoolhouse, and by extension the schoolmaster, exemplified the moral code in terrifying relief.

Classroom Discipline in 19th Century Schools

An understanding of schoolhouse and classroom disciplinary structures is essential, as a prelude to adequate reforms, for a vast majority of productive reforms will require the annihilation of precisely those original disciplinary structures. Three facts from the history of classroom discipline is agreeable to all: (1) we are guilty of neglecting the importance of teaching classroom management skills in higher education classrooms; (2) we are guilty of neglecting classroom management as a necessary component of the well-ran classroom; and (3) sometime between our childhood, or perhaps the childhoods of our parents, and the present, schools stopped using corporal punishment. "Schools were safer, more orderly places with more learning going on in them when teachers rules with the ferule or the paddle, according to common wisdom" (Butchart, 1995, p. 168). However, successful efforts to limit corporal punishment actually date back to the 1820s.

The question of corporal punishment seems largely to define the issue of classroom discipline, not only among the public, but also in the meager literature on school discipline.

Due in part to this, it seems the literature topic of classroom management, in comparison with other educational topics, is one best avoided or else risk entering into a philosophical debate as to the forms, pedagogies and justifications for its utilization in the classroom. Those that enter the debate willingly seem to be holding back in their writings having trepidation, whether justly or unjustly, to say what they truly mean and mean what they truly say, to borrow a saying from my father. This seems to be a topic where educators have clear-cut, precise ideas, yet are unwilling to state these ideas outright along with the rationale for fear of retribution from the field itself or from the general public. Therefore, these authors either tiptoe around their concrete idea or borrow - to use the term loosely - components from other classroom management theories renaming and presenting them as their own, an element which will be discussed in the next chapter.

From the personal notes of Ronald Butchart in 1994 for a keynote speech given during an Association of Educational Service Agencies meeting:

> …the Enlightenment, American republicanism, the market revolution of the eighteenth century, industrialism, and other factors coalesced…to fundamentally reform traditional schools and bring it into conformity with an emerging moral order founded on dramatically altered social relations (169).

Traditional schooling, surviving into the mid-20th Century in the United States, was a face-to-face encounter. Schoolmasters called on an individual student, or at most small groups of students, to recite lessons previously assigned, thus leaving the remaining students to concoct other uses of their time, most of the time in either academic study or in mischievous activities. Consequently, the vast majority of students spent long school hours virtually unsupervised. Butchart continues:

> The schoolmasters, maintaining haphazard surveillance while attending to recitations, relied on force and fear alone to maintain order, punish misbehavior, correct errors in lessons, and pass on to their charges an idea of the moral order of their society (1995, p. 169).

The first reform, institutionalized swiftly in urban centers, took the shape of bureaucratic discipline and was the most effective in the monitorial schools of Joseph Lancaster during early 19th Century. In the monitorial school, the classrooms consisted of student sub-groups based on their individual academic abilities. Initially, the teacher would teach the higher academic student sub-group and then they, in turn, would help teach the lower academic student sub-group, and so forth. Butchart notes:

> In place of discipline flowing from external, personal, patriarchal authority, as in traditional teacher-student relationships, Lancaster developed and deployed a form of disciplinary power that transformed relationships between teacher and student (1995, p. 169).

This Lancasterian discipline created an internalized, impersonal and bureaucratic authority within the classroom. Students were no longer in a face-to-face, personal relationship with the teacher, but instead in a group relationship dynamic with peers as

academic and discipline monitors. The more advanced pupils held higher classroom rank not only by academic ascription, but also by bureaucratically measured merits as well. Surveillance was continuous in nature and derived from multiple sources. According to Butchart, each peer monitor was responsible for teaching, examining and overseeing the academic studies of a small group of learners of roughly equal ability and attainment. In addition, these peer monitors also had punitive discretion toward peers in the lower academic sub-groups.

Lancaster banned corporal punishment. In place of this, he encouraged motivation by imparting an elaborate system of rewards, prizes, and promotions, including promotion into and within the ranks of peer monitors, whom worn a badge and chain around the neck. Each classroom competed against the others via an academic ranking system and seated as a large group accordingly. Within individual classes, individual students also competed against each other via the same ranking system and seated within their individual class accordingly. According to David Hogan, in place of personal, patriarchal violence to assure obedience, Lancaster substituted sanctioned, teacher-directed humiliation of miscreants by other students (1989). Lancaster devised a disciplinary pedagogy for the monitorial schools that not only altered the nature of the locus of authority and the approach and frequency of surveillance, but one that also embedded new and elaborate disciplinary technologies in structures, procedures, rituals and processes (Butchart, 1995).

The second reform, which saw the movement to bureaucratic, non-monitorial schools, began shortly after the establishment of the first American Lancasterian schools, received its underpinnings from a broader range of educational reformers, took root more

slowly, and gained a firm grasp in schoolhouses and classrooms. As a response to deep structural transformations for societal moral order and referred to in historical literature as “soft pedagogy” or “New England pedagogy,” this reform arose from and was more in sync with the aspirations, ambitions, apprehensions and anxieties of middle-class Protestant reformers .

Similar to the Lancasterian model, New England pedagogy sought to instill an internalized authority, however the process and nature of that internalization of authority differed in execution. Conservative Protestant reformers advocated deeply personal relationships built on emotional intense and individuality and one that sentimentalized an ebb and flow of affection. It rejected external authority based on the warning or physical act of fear and rejected an internalized authority based on impersonal bureaucratic surveillance, in other words peers did not monitor peers. Rather than an internalized authority built on an ever-present surveillance system, these reformers devised a disciplinary pedagogy that constructed authority founded on emotional ties, guilt, and an internal self-surveillance (Butchart, 1995). “The ‘affectionate authority,’ like Lancaster’s impersonal authority, was non-rational and was intended to generate automatic obedience responses” (Butchart, 1995, p. 171). However, whereas Lancasterian disciplinary pedagogy taught a progressive individualism responsible to external, market-derived cues, Hogan (1989) believes the New England disciplinary pedagogy taught “affective individualism” responsive to internal cues codified as “conscience.”

This reform successfully transformed both school and families in the 19th Century casting them into forms that linger in our world today, at least in nostalgia or on television. The reform provided the moral and intellectual mobilization that overthrew

the majority of the Lancasterian models before mid-century. Its doctrines infused 19th Century fiction, domestic advice and reform literature. According to Butchart (1995), the ideal school and the ideal family exhibited loved, affection and deep emotional dependence on the authority figure. The personal will needs to be disciplined, as Mary P. Ryan explains in *Cradle of the Middle Class: The Family in Oneida County, New York, 1790-1865* (1981), not by fear or pain, but by the fear of withdrawal of affection and withholding of love, and by expressions of disappointment in the miscreant.

In reconstituting the teacher as the object of affection then, the New England disciplinary pedagogy shaped sentimental adoration, a process some believe facilitated and accelerated the feminization of classroom teaching. This pedagogy for the most part rejected corporal punishment in schools, except for exceptional cases reserved for correcting children of the working class whose home life, deemed by the educational system, presumably failed to prepare them for a gentler discipline. In such cases as deemed by the system, it was appropriate to enact corporal punishment. Butchart disagrees, writing:

> But (the pedagogy) rejected as well bureaucratic discipline's reliance on emulation, something that, to these reformers, smacked of an appeal to avarice and immodest personal advancement (1995, p. 172).

The term *emulation* in the 19th Century did not refer to the imitation of a positive model, but rather referred to the desire for superior place or status over others, something won competitively, and more than a simple rivalry. For Lancaster, emulation was a positive desire interconnected to the market and worthy of refinement. For those within the practice of New England pedagogy, it substituted deceitful intentions in return for

material ends rather than emphasizing moral intentions and intellectual ends for which students should be aspiring.

In place of corporal punishment and a reliance on emulation, the reformers constructed a form of pedagogy intended to "engage the interests of children by transforming learning into a pleasurable activity" (Butchart, 1995, p. 172). They searched for ways to replace extrinsic motivation with intrinsic forces. Whereas bureaucratic discipline following Lancaster, "had relied on the multiplication of desire" to keep pupils engaged in academic productions, the New England pedagogues relied, instead "on the intensification of pleasure" (Hogan, 1989, p. 413). Conscience becomes mobilized, obedience was a moral duty and societal application of academics was revered –all due to the affectionate authority. Moreover, with self-satisfaction of duty came a sense of personal pleasure.

In affection and bureaucratic disciplines, the construction of the method of internalizing authority, the types of motivation and the means to manage the classroom are in the pedagogical activities and epistemologies of the teacher. The new disciplinary reforms included other aspects of classroom discipline as well. For example, 19th Century schools moved toward small, self-contained, graded classrooms. Additionally, they closely regulated school rituals and practices and developed systems of promotions, retentions and demotions for students. Following strictly regulated practices, smaller classes did facilitate surveillance, but reincorporated surveillance in the form of adult authority rather than in peer monitored. "Meanwhile, textbooks promoted the reformers' disciplinary doctrines calling for appeals to the learner's interests and pleasure in doing his duty that dresses their moral and academic fare in a garb calculated to capture

interest" (Butchart, 1995, p. 172). "Textbook authors sought to prepare curricular material that presumably heightened children's intrinsic interest and that at the same time extended the moralization of the conscience" (Johnson, 1994, p. 17). Yet, the design of these was to stimulate interest not rational inquiry and to promote compliant belief rather than questioning skepticism. "Such emotional goals, as contrasted with intellectual goals, provided one more disciplinary structure of consequence in understanding nineteenth century education" (Butchart, 1995, p. 173).

Success as an adult depended on Christian virtue. Social and/or economic failures indicated directly the degree to which a people, or students, had mastered Christian virtue. According to Butchart (1995), the greater the degree of virtue correlated with the greater their degree of civilization. "The challenge, then, was to prepare people for success as adults as a means to virtue and civilization, and, simultaneously, to increase their virtue as a means to success in the market and an increase in their degree of civilization" (Butchart, 1995, p. 174).

Classroom Discipline under Progressive Education

As believed by Butchart, both disciplinary reform modes were doomed to fail as the logic of progressive ideology, propelled by corporate industrialism, began to grow near the turn of the century. "Unsettling changes in the civic order, productive relationships, and market relationships rendered affectional authority and affective individualism increasingly anachronistic and exposed rigid bureaucratic discipline as unwieldy and nakedly authoritarian" (Butchart, 1995, p. 174). Issues such as dense populations, corporate order, mass production, scientific advancements, and the shift from a capital good market to a consumer market operated against the prevailing forms of

classroom discipline. "Interestingly enough, virtually no one who has studied progressive education has documented a progressive form of classroom discipline" (Butchart, 1995, p. 174). Yet, the historical literature clearly indicates that classroom management underwent important disciplinary changes in the early progressive years resulting in new forms of pedagogy, new disciplinary structures and new theories that remained largely intact well into the mid-1950s.

To begin with, progressive teachers erected a new form of classroom authority grounded in the professional psychology of expertise, detachment, scientific study, and a hierarchal professional/client relationship rather from a moral psychology of love and familial nurture. Butchart explains:

> This is not to suggest that genuine affection did not develop within progressive classrooms; it is to say that such responses were not central to the professional aspirations of teachers, as they had been to an earlier generation, and that, when they were at their professional best, teachers were expected to make a radical separation between their feelings for particular children and professional judgments, including judgments regarding classroom management (1995, p. 174).

More dramatically, far-reaching changes in progressive pedagogy necessitated far-reaching changes in discipline. Progressive schools swiftly slaughtered what remained of recitation and, more frequently, teaching involved group lessons and whole-class learning. In the ideal, progressive schools involved greater student engagements, an increased opportunity for self-direction, personal interest activities and learning-by-doing. In addition, progressive educators were confident the pedagogical changes would

not result merely in enhanced student learning and retention, but also in better classroom control. According to Butchart, “misbehavior, many believed, stemmed not from sinful and willful children, but from the unnatural expectations that classrooms imposed upon children - expectations for silence, stillness, extended attention to single tasks, and the general corking of youthful exuberance” (1995, p. 174). What was required was to free the student from the illusion of academic restraints and instead providing access to a curriculum tailored to specific interests. An earlier insistence of the New England reformers on student interest and pleasure deemed a more active classroom, along with less formal structure, would create a new disciplinary pedagogy.

On the other hand, the influx of scientific advancements and innovative techniques along with the resulting darkening view of religion in society and in schools shifted progressive disciplinary pedagogy away from the original expectations of New England pedagogues. An increase in the faith of Science altered other aspects of classroom practice as well. In addition to monitoring the moral health of students, progressive educators also were obliged to monitor physical health, comfort and emotional well-being, this according to Butchart in 1995. Gone was the overt moralizing in textbooks and the classroom lecture.

After the turn of the century, classroom management manuals spent nearly the same number of pages on topics such as correct ventilation, adequate and properly adjusted lighting, appropriately calibrated seating, and other factors that might contribute to fatigue, as they devoted to misbehaviors and means for dealing with rebelliousness. They were certain that teachers could contain rebelliousness and students could control it, so long as everyone had the correct techniques. In his speech notes, Butchart cites the

classroom management manuals of Emerson E. White's *School Management: A Practical Treatise for Teachers and All Other Persons Interested in the Right Training of the Young* (1894) and William Chandler Bagley's *Classroom Management: Its Principles and Techniques* (1907) as worthy examples of including correct classroom management techniques. The White manual, he believes, is the most complete expression of 19th Century New England disciplinary pedagogy, writing that it "provides a closely argued defense of forms of discipline that carry moral lessons, and argues that all form that contradict the moral aims of the school must be rejected" (Butchart, 1995, p. 183). The Bagley manual, he writes, never invokes moral considerations and that the only consideration in disciplinary actions social efficiency. "The fundamental purpose for schooling, in Bagley's formulation, is the efficient preparation of the child for life in an industrial society" (Butchart, 1995, p. 183). In addition, while firmly rejecting the rigid, mechanistic routinization of classrooms as practiced under bureaucratic pedagogy, they fervently emphasized efficiency and routine in all classroom activities. With this emphasis, surveillance once again shifted.

With the inclusion of child-centered and/or activity-centered classrooms, the teacher became free from constant instruction thereby broadening the surveillance scope. "Although among romantic reformers, the hope was that a pedagogy stressing the child's interest would virtually remove the necessity for more than cursory surveillance" (Butchart, 1995, p. 175). Further, the influx of scientific advancements and innovative techniques reduced the need for and focus of surveillance. Moral regard was no longer a necessary component of surveillance. Quantitative scientific measures replaced difficult pronouncements and contested moral judgments. Observable procedural technical

judgments regarding ventilation, light fixtures, and chair posture embedding teacher disciplinary power even further into the classroom structure. Before those technologies were in place, however, progressive educators were busy implanting supplementary systems of disciplinary power in proliferating educational configurations as well. The swift growth of school administration extended disciplinary power over teachers, for example, meaning more surveillance of teachers with results often showing a need to focus on classroom management.

Likewise, progressive education added school mischievions a reason for willfulness, disobedience and misbehavior. Sol Cohen believes the reasons for misbehaviors have nothing to do with the issues of justice, equity or democratic forms of social life, issues that are consistently marginalized discourse in classroom management. “The issue was stress, anxiety and frustration, and finding was of removing them from a child's life” (Cohen, 1987, p. 13). The student neither were disciplined nor given a measure of control over life, but rather simply understood and the environment adjusted accordingly (Butchart, 1995).

Standardized testing, also institutionalized by Progressive educators, shared a link with academic ability grouping, and both shared a link to a differentiated curriculum. The structure of the dynamics of classrooms and schoolhouses came from the clusters of academic ability grouping and, more often than not, by socioeconomic class, race, and lineage. “The implicit devaluing of students and curriculum in the lower tracks, and the differential dignity meted out by presumably scientific test scores and track assignments, doubtlessly add measurably to classroom discipline problems” (Butchart, 1995, p. 176). Standardized tests and differentiated curriculum also provided neutral, non-judgmental,

quantitative means for identifying students most likely to have discipline problems based on the cluster information provided.

Comprehensive disciplinary structures, first introduced in the 19th Century, expanded during the 20th Century to include report cards, age grading, promotion or retention, for example. Furthermore, disciplinary power increased with the addition of new measures such as (1) Carnegie units; (2) consolidated schools; (3) the sanctioned extra-curriculum with requirements for adequate grades and behavior; and, perhaps the most far-reaching, (4) enforceable compulsory attendance laws (Butchart, 1995). Each had a profound effect on classroom relationships and classroom management.

Perhaps, however, the crucial changes in classroom management happened inside the classrooms walls. There, as already noted, progressives advocated a more open, flexible pedagogy. Just as the monitorial method altered instructional relationships in the 19th Century, the project method defined new classroom relationships in the progressive era. The self-directed absorption of students in projects webbed to an integrated curriculum dominated classroom activity. "If omnipresent, affective authority dominated the nineteenth century school, a less intrusive, professional authority deployed through the project method was expected to guide the progressive school" (Jones, 1980, p. 37). The student was the center of the classroom, not the teacher. The curriculum did not define the day, but rather the ends and interests of the student that did.

With an end justifying the means classroom philosophy and control being in the hands of the student, the teaching of social virtues and a moral code went by the wayside. The need for lessons in social responsibility and the nurturing of a social consciousness simply were no longer there. That belief consumed particular forms of classroom

management and administrative organization. However, disinclined to describe classroom management that flowed from their preferred reforms, social reconstructionists believed pedagogical practices were patterned clearly on social reconstructionist doctrines. "As a result, child-centered, social efficiency and mental hygiene practices and traditions dominated the progressive literature on classroom discipline and progressivism's embedded disciplinary structures" (Jones, 1980, p. 91).

Before classroom management shifted away from progressivism, it left a crater-sized impact on classroom discipline by mobilizing disciplinary power in the interest of a specific constellation of emerging social values. Its essentials are rooted not in bureaucratic values or in moral order and codes, but rather in emerging consumer-dominated marketplaces and in productive societal relationships (Lasch, 1991). According to Butchart, the engrossment of the diverse moral order of the 20th Century - the privileged authority of a scientific rationality - is found within in the material and ideological interests of business (1995). Mary Alice Blanford Burton agrees. In her 1987 dissertation during her studies at the University of Hawaii, she explains that classroom discipline continued to promote the uncritical internalization of external authority, though both the nature of that authority and the modes of internalization were transformed (Burton, 1987). Burton argues that by the 1940s and 1950s, democratic discipline was being practices in many schools. However, what writers often label as democratic discipline bears little resemblance to democracy as a social, moral and political process. Burton asserts that "Disciplinary regimes at the time sought to mobilize peer pressure toward the ends of classroom order, or simply added collective rulemaking to a social structure already predefined and regulated without regard to democratic considerations"

(1995, p. 184). The moral economic code of bureaucratically rationalized, hierarchical productive relationships increasingly defined daily life inside the classrooms and schoolhouses: Butchart asserts:

> As enormous social, political and economic power coalesced in the hands of the wealthy and in corporations at the expense of small producers, labor, and democratic processes, the dominant tendencies in progressivism responded by presenting to children, through the discipline of the schools, a world shorn of conflict and power, one in which narcissistic self-expression, unlimited individual ambition, and expert adjustment of environments constituted the ends of modem life (1995, p. 177-78).

At the heart of progressivism lay the expectation of hope. Illogical and unreasonable from spiritual, environmental and psychological perspectives, yet it proves to be unlimited in expansion. Lasch (1991) believes the demand for material goods produced by a labor force with little stake in the productive process could create the good life.

Left unrealized by progressivism was the likelihood of generating and installing disciplinary power fuelling toward the realization of democratic ends. John Dewey hinted at such a possibility though he failed to articulate its outlines and merely criticizing the romantic excesses of the child-centered norm (Burton, 1987). "A democratic notion of classroom discipline would seek self-authority leavened with a social consciousness" (Butchart, 1995, p. 178). Whereas child-centered and mental hygiene tendencies in progressivism fundamentally abandoned instruction, democratic discipline would recognize, following Dewey, the child must be educated and instructed. In addition, this is even more urgent when the child is under the influences of anemic

community where the moral authority increasingly rests in market-driven social decisions and image making. As Butchart (1995) believes, a democratic discipline, like a democratic education, would reject manipulation, demand blind obedience and seek rational inquiry into morally and ethically defensible exercises of personal and social authority.

Particularly within its more romantic traditions, progressivism abdicated overt disciplinary power, but at the same time, deployed concealed disciplinary power in increasingly sedulous forms. Butchart states:

> In some settings, authority was expected to flower internally in the absence or restraint and purpose, but more frequently authority remained external, to be internalized unconsciously through the operation of elaborated structures, rituals, and experts, beyond the grasp and critique of teachers and learners alike (1995, p. 178).

Surveillance was broadened, rationalized and systematized. Yet, in the process, it became increasingly drawn-out and much of its disciplinary power deflated.

In the early 19th Century, the language of management was already in circulation within education. Management in this period referred to controlling pupils and the school environment in order to achieve an unmediated identification of religious authority with school morality. Management was practices explicitly by inflicting disciplinary action directly upon the pupil in the form of corporal punishment. The body of the student was the direct recipient of punishment and pain and the teachers or schoolmaster was the administrator. Punishment was, in Foucault's terms, "an art of unbearable sensations."

Some schooling literature suggests a slight shift in the locus of punishment and pain from the body to the mind. Consider as an illustration the following remarks on the topic of school discipline written by S.R. Hall in 1830: "As far as possible strive to have it a punishment that will affect the mind rather than the body. To require the delinquent to ask forgiveness of the master or the school, sometimes to require him to read a written confession to the school, will have the desired effect."

The shift from the body as the direct, object of pain and punishment to the self-understanding of the "wrong deed" by the "evil-doer," I want to suggest, illustrates a beginning of a reformulation of the relationships among teacher, pupil, pedagogical practices, and the social domain. Although on one level this shift represents a move toward a more "humane" treatment of individuals who are regarded as "unruly" and "deviant," on another it is the inception of new social practices, new ways to mark individuality - ways that later become more insidious. Hall's call for "confession" is the start of the displacement of pain and punishment from the body to an eventual scientific discourse. The confession, as Foucault notes, is "recodified as therapeutic operations." These new practices, especially as they are articulated in the late twentieth century, become more discursive; one of their main features is the absence of a lucid delineation of relations of power. Whereas power relations prior to this reformulation could be traced directly to the authority of the church or the teacher, these new forms of power are dispersed, mediated and no longer connected to a single authority. This is the beginning of a proliferation of authorities - the establishment of a complex network of expertise - and an attendant redistribution of disciplinary agencies. It is important, therefore, to consider some of the general social and historical forces that contributed to this shift in

management, and to observe how it connects with the changing patterns of social control and regulation today.

In the United States, governing programs related to education are made evident in the early 1900s. These programs influenced and shaped not only the conceptualization of educational aims but, more important, what the problems were and what their solutions should be. The doctrine of social efficiency, introduced by Edward Ross and Frederick Winslow Taylor, brought a discourse of efficiency and management into the domain of education. Although Taylor's *Principles of Scientific Management* was not aimed directly at educational settings, it nonetheless made an enormous impact in education, particularly curriculum making and other ideological practices. However, the real accomplishment of Taylorization was not so much the creation of a system of industrial discipline, but the "redescription of managerialism and supervision in the idiom of production." Prior to Taylorization the discourse of production was confined to biological and naturalist constructions of reproduction as they related to "female productivity." Management, too, was confined within a predominantly religious discourse of constraint. What Taylorization achieved most immediately was a broadening of the parameters for thinking about production while at the same time minimizing the distinction between the life process and the machine process. This conflation of life processes with machine processes also expedited a replacement of what was at the time the dominant "religious" and "naturalist" discourse of the body, with one of "managing." With Taylorization, there is a radical re-presentation of the body: it is now possible to think of bodies, not only in terms of representing nature, but in terms of representing machines.

Classroom Management and the Behavioral Sciences

Along with Taylorization, the development of the psychological sciences, particularly American psychology, was key in coordinating the body-management nexus. This is brought out in Nikolas Rose's analysis of the history of the psychological sciences. Borrowing from Foucault's notion of governmentality, he contends that the programs of the psychological sciences were characterized not only by belief in the knowability of the social world but also by belief in its management. Rose writes:

> What did characterize these programmes…was the belief in the necessity and possibility of the management of particular aspects of social and economic existence using more or less formalized means of calculation about the relationships between means and ends: what should be done, in what ways, in order to achieve this or that desirable result (1988, p. 183).

Increasingly this commitment to the calculability of human conduct became the new authority; its power laid in its ability to name, classify, and therefore manage.

In the field of education, the authority of the psychological sciences gained momentum roughly around the first quarter of the 20th Century. It was during this time that experimental laboratories on intelligence testing were having their impact on American Educational advocates of social efficiency were interested not only in the "findings" that mental testing suggested, but also in the legitimacy that this scientific discourse lent to their own programs of efficiency. Although the advent of the behavioral sciences and their therapeutic programs reinforced some aspects of efficiency, such as its reliance on scientific inquiry, they also radically altered the way in which conduct was to be conceptualized and managed.

The most general effect of the behavioral program was that it reconfigured how to interpret and treat human conduct. Prior to this transformation conduct and its treatment, especially when it was deemed "deviant," had strands that were often tied to religious authority and redeemable only through religious injunctions. Within a medically oriented discourse, deviance is defined as a symptom tied to a deeper mental disorder or illness. The notion that deviance is an "illness" was prevalent during the early 20th Century in the discourse on intellectual capacities. In that context, deviance was often understood as the result of an organic defect of mind and, hence, perversities were "natural." But, as discussed later in this dissertation, the behavioral sciences radically altered those understandings and relationships of conduct and their management by introducing an apparatus for the congregation of expert knowledge and its attendant practices. This new apparatus of knowledge masked and made abstract the operations of power.

It should be remembered that management during the early 19th Century had an explicit social function: the establishment of religious authority and the development of moral beings. The procedures for attaining these aims were also made explicit through the birch rod, the cane, and the taws. In current classroom management, however, the social function is obscured by a discourse that relies on categories that are presented as professional rather than punitive. These categories appear as objective attributes rather than as discursive productions, so that current classroom management appears innocent of power-related interests.

Post-Progressive Modes of Classroom Management

The last four decades mark a watershed in the history of classroom discipline. Butchart agrees:

> My sense is that tendencies within classroom management in the last four decades are clearly rooted in aspects of progressive discipline, particularly in the mental hygiene movement and social efficiency. The links are too complex to be explicated in the brevity of this essay, however, and I have not yet worked out to my own satisfactions all of the connections (1995, p. 184).

Prior to this period, educators consistently associated concerns for classroom behavior with ideas of the larger social order. However, educators unequivocally held the belief that such order was for the benefit of the child, therefore a benefit to the teacher, and, ultimately, a benefit to the future of society. Nearly all dialogues of student discipline concentrated on the long-term aims of discipline itself…the ends.

Since the 1950s, however, classroom discipline literature has fallen silent on the long-term objective of school discipline instead emphasizing the immediate control over and of students. The emphasis shifted from ends, to means and strategies. "Rather than developing philosophies of discipline linked to visions of a preferred social order, writers have developed systems and models whose only criterion for success is their short-term goal of classroom order" (Butchart, 1995, p. 179). Many classroom management models and theories rely heavily on behaviorism, attempting to provide rewards and penalties, and social contracts in the name of authoritarian control. Others, such as Daniel Duke and Vernon F. Jones in their article *Two Decades of Discipline – Assessing the Development of an Educational Specialization* (1984), attempt to be more constructivist and humane. They argue that since the 1960s discipline writers have been split between those theories relying on punishment and those relying on communication between

teacher and students. "I would add that neither side of the split appears to have thought about educating the child consciously about authority, behavior, or the ends of either; both sides of the split sought merely to adjust the child to the classroom, either coercively or by winning the child's assent" (Butchart, 1995, p. 184). Even fewer theorists propose any clear conception of a democratic social life as either a short-term goal or a long-term objective. Both the behaviorist and the constructivist classroom management approaches attempt to reaffirm the authority of teachers. The former ensures this with the assertion of the rite to punish, while the latter continually attempts to reconceptualize the teacher as moral authority.

More importantly, though, the current era marks a turning point in classroom management. Previous notions of classroom order at one level or another are efforts to nurture character traits and community norms consonant with emergent theories and ideological realisms (realities that dominant groups hope to promote by infiltrating the classroom domain). In virtually all cases, these notions were built on the assumption of a producer society, one that valued diligence, thrift, deferred gratification, fidelity, industriousness, self-reliance, self-control, character and the pursuit of worthy callings. They were, to put it bluntly, based on a belief in a positive future and they demanded impulse control.

In contrast, the notions of classroom management during the last half of the 19th Century and leading into the 21st Century are efforts to provide schools with a protective covering to thwart off imposed character traits created by a consumer society. Stuart Ewen in *Captains of Consciousness: Advertising and the Social Roots of the Consumer Culture* (1976) and Christopher Lasch in *The Culture of Narcissism: American Life in an*

Age of Diminishing Expectations (1979) believe the society values tangible items, privileges leisure, encourages debt, urges immediate gratification, promotes dissatisfaction and treats human labor as a mere means to the end of consumption. Jules Henry agrees. Henry writes:

> …consumer markets, bureaucratic organizations, and perpetual deskilling and reskilling call for, and arguably create with devastating efficiency, people disposed to dependent relationships and possessive individualism, inured to the manipulation of taste, and prepared to accept the constant recreation of meretricious dissatisfactions - adaptable, manipulable, willing to seek satisfactions in consuming lifestyles rather than in consciously creating social and private lives (1965, p. 6).

A consumer society is simply interested in present consumption, not in a positive future. It must, thought, if it is to be successful in the present. The means do not justify the ends.

Such characterologies, shaped by the most powerful and seductive forces in a civilized society, are in a direct paradox to the character traits essential for a producer society, traits that trickle down becoming essential for efficient classrooms. "The last four decades, then, have been marked by frantic efforts to counter the character traits that children import into the school" (Butchart, 1995, p. 180). With little clarity, few theorists expand on the foundations of the rebellious problems they seek to neutralize and those that do offer an analysis clouded cause and effect. They are "seeking the source of 'permissiveness' and declining 'virtue' in individual laxness and erroneous ideology rather than in material realities and their supporting ideologies" (Butchart, 1995, p. 180).

The rebellion, for the most part, has been contained in recent years. New classroom management theories carry clear outlines of disciplinary power. According to Butchart (1995), though, to deploy fully that power will require the dismantling of much of the currently disciplinary structure, including the very notion of democratic common schooling through the instrumentality of public education. Without embedding new rituals, structures, regularities and procedures, a rejuvenation of virtue and social discipline seem improbable.

Classroom Management in the Late 20th Century Schools

In the late 20th Century, classroom management techniques have shown a dependence on diagnostic and prescriptive methods that have specific, prescribed student outcomes in mind. The difference drawn between management in the classrooms of the early 19th Century and late 20th Century is not merely a difference in the corporal punishment and progressive approaches. There is also a difference in the theories of power leading to an interchange in which power is increasingly broad in scope. "In the late twentieth century, relations of power in these settings are rearticulated in a way that renders social control and regulation invisible" (Tavares, 1996, p. 196). The application of power is through self-interpretations, or self-efficacy, rather than with sheer physical force. How these changing arrays of social control and regulation function is the subject of this section.

In a review of literature from Rudolf Dreikurs (1971), Daniel Duke (1982), and Vernon Jones (1990), it is common to discover an assortment of teaching techniques fall under the general heading of *classroom management*. Terms can include *preventive classroom management*, *behavior management*, *behavioral modification*, *assertive*

discipline, and *cooperative discipline* and, in spite of their claims to singularity, there are common threads that connect these managerial theories to each other. First is the claim that a well-managed classroom increases student motivation while improving student behavior. Second is that compelling instruction and persuasive learning are possible only when there are well-managed classrooms and persons. "A more implicit, understated theme underlying classroom management is that students are potential social deviants who must be managed" (Tavares, 1996, p. 197).

The function of teachers within this management-oriented system of information is to intervene before deviant behavior begins. According to Dreikurs (1971), teachers should embrace preventive measures and techniques through acquiring practical psychological information and skills. It is these practical psychological skills that enable teachers to diagnose potential deviant behavior from a repertoire of authoritative groupings and categories, and then to prescribe and apply appropriate solution as a preventative measure. As Dreikurs puts it:

> The teacher must learn to recognize the immediate goals of the child. This requires a certain skill and sensitivity, but this can be acquired. The first step in the development of diagnostic skills is the ability of the teacher to observe a child's behavior and its consequences. The behavior reveals its purpose. Even in situations of minimal activity the child clearly expresses his intentions (1971, p. 35)

Once teachers learn how to observe students, they need to recognize specific behavioral patterns occurring and classification of these can begin like this Dreikurs example:

> The teachers sat in a circle, and each child as he [sic] came in the room was asked to sit in a chair in the middle of the circle. The teachers had been told to remain completely quiet and to observe the child and then describe his goals. One child sat down quietly and patiently, wondering what was going on but without showing any objection. He was a well-adjusted child…This was different with the child who wanted special attention. He pleaded for help and sympathy through his glances. The defiant child was angry, while the revengeful child could have killed…and the discouraged child sat with lowered head (1971, p. 36).

The belief that psychological strategies have a role in schooling is not controversial. Rather, the contention of Tavares is that psychological discourse disguises disciplining agents by employing classifications and categories that appear to be distant from the touchy-feely progressive movement. "Insofar as this psychological discourse regards 'identity' as personal, rather than discursively constructed, power relations are reduced to personal attributes" (Tavares, 1996, p. 197). The prolonged practice of psychology by teachers will yield a specific model of intelligibility; a model that relies on quantitative measurements based on norms and standards to define future behaviors of students.

Inherited from the psychological and behavioral sciences are classifications are conceptual terms such as *social deviant*, *motivation*, *behavior* and *effective instruction* and are embedded in the language dialect in education. The measuring devices in which these terms are associated are standardizing techniques that function in as a new type of power over bodies. Even though standardizing techniques limit the potential of

intelligible creation, they also serve to delimit the construction of theories through the innovative knowledge field they produce. An illustration of these techniques can be found in workshop documents by Louise Jacobs and Bernadette Herman (October 1991). They write this illustration is relevant to the historical comparison with the philosophic knowledge of "Win the child's confidence and trust through humor, sharing of feelings, respectful tone of voice...help each child recognize his own specialness, identify small successes and set realistic goals through weekly goal exercises, non-competitive skill certificates, positive memos, and self-evaluations" (Jacobs & Herman, October 1991).

This new field of knowledge provides teachers and students with a common language to talk about behavior as well as procedures to diagnose potential problems. Additionally, discussions regarding agreeable solutions for potential problems occur. "Unlike previous forms of school management, in which social control was exhibited by external means with the teacher as privileged change agent, contemporary classroom management requires that there be a range of participants" (Tavares, 1996, p. 198). The attentive participation of the student and teacher reinforces the rational process of classroom management and supports prospective changes. New social networks of expertise, such as the administrator, social worker, counselor and therapist, aid the legitimization of this as a way of organizing teacher/student interactions. These networks of expertise, and the dialogues through which they gather, have political implications. "The terms and categories that classify students and their conduct are not expressive of a disinterested knowledge; they are made meaningful only in relation to their operative function in the regulating and normative practices that comprise psychological discourses" (Tavares, 1996, p. 198).

Evolving From Teachers in to Classroom Managers

In the latter part of the 20th Century, the teacher is the classroom manager whose authority derives from the new veracities of psychology. The teacher is not a moral exemplar whose social identity is bound to religious authority. "Nor is the teacher constituted as a mechanical drill sergeant whose function is to instill knowledge and moral education through repetition and external control" (Tavares, 1996, p. 198). What additional truths exist about the teacher and how do these function as mechanisms for self-inculcation and self-regulation?

The new truths of psychology provide models, norms and procedures through theories that compare, monitored and define students. For example, collecting data through direct observation is a technique commonly associated with classroom management procedures. Data collection, no matter what the theory, involves defining problem behaviors, such as "out-of-seat" or "talks without raising hand," and tallying when and the amount of times a single student does them. Data collection uses all students. Furthermore, the development of concise data displays is essential for the data to have meaning. "The displays, such as charts, forms, or other props, are the evidence that clearly indicate to the student, parent, and administrator that there is a 'behavior problem' " (Tavares, 1996, p. 199).

An equally important procedure is preparing data gathering instruments for obtaining information from and about students. These instruments contain of a hodgepodge of questionnaires and activities aimed at assessing the needs of students and identifying those students who are "at-risk." According to Roy M. Gabriel and Patricia S. Anderson in *Identifying At-Risk Youth in the Northwest States: A Regional Database*

(1987), the indicators and background characteristics of "at-risk" students include (1) single-parent family; (2) teenage mother; (3) youth employment; (4) ethnic origin; (5) poverty status; (6) limited English speaking; (7) low birth weight; and (8) latchkey children. The assessment procedures, upon which classroom management is dependent, reduce larger issues of power to smaller issues of personal characteristics and attributes. However, concrete needs can be over-coded by what are considered merely routines and practices of a well-managed classroom leading to inequities in data results.

Other features that assist in managing students throughout the theories include very specific and much defined behavior modifying techniques. Although they might have different names in different theories, they are essentially the same in nature. Some of the more benign tools are praise and approval, modeling and token enforcement. Another technique that has reached dominance in classroom management is the contingency contracting model. "This is a formal contract specifying performance standards that provide a specific, often written agreement, designating the exact behavior each individual will emit" (Jones & Jones, 2003, p. 367). These techniques, however benign, assist in the practice of standardization and authoritative control, but the favored technique remains the self-management of student behavior.

Students, according to Tavares, should be involved in monitoring their own behavior by collecting data on themselves (1996). Applying this technique achieves the key aim of all classroom management theories- inculcation of certain norms as *personal identity.* "Deviations from school routines, such as tardiness, absences, or noninvolvement in school activities, are easily recorded on bulletin boards by the student" (Tavares, 1996, p. 199). Such self-monitoring procedures are proficient in that

they "create(s) an internalized locus of control" (Jones & Jones, 2003, p. 358). Moreover, these self-evaluations will shift the focus internally onto the student rather than to the external structural elements in the social realm. In other words, they psychologize rather than politicize matters of social regulation and differential power. And Tavares agrees writing "These new patterns of social regulation are less evident because they are sequestered within discursive practices that invite participation" (1996, p. 200). Scheduling meetings with students, parents, administrators, and possibly social workers to assess and interpret the data collected supports in strengthening the sensible effectiveness of classroom management.

The greatest overall effect of these techniques is the regard, by others and by themselves, that teachers are *classroom managers*. As discussed earlier, management tasks of classroom managers include various procedures and routines that have standardizing outcomes. Subsequently, perpetual observation, assessment and judgment are compulsory practices in classroom management and, therefore, surveillance becomes the model for social relations. As Foucault warns in *Discipline and Punish: The Birth of the Prison*:

> …the judges of normality are present everywhere. We are in the society of the teacher-judge, the doctor-judge, the educator-judge, the social worker-judge; it is on them that the universal reign of the normative is based; and each individual, wherever he may find himself, subjects to it his body, his gestures, his behavior, his aptitudes, his achievements. The carceral network, in its compact of disseminated forms, with its systems of

> insertion, distribution, surveillance, observation, has been the greatest support, in modern society, of the normalizing power (1995, p. 304)

In summation, classroom management is a technique of and for power. The routines and procedures of classroom management depend on a discourse of *normal* and *standard*. Classroom management, then, becomes a kind of truth and, therefore, something others believe should be challenged. Maybe this is why there are so many theories and theorists claiming to have the definitive answer for productive classroom management. "Perhaps we need to remember that behind this truth is a moral evaluation preserving a certain type of life, a certain social reality, and a certain order" (Tavares, 1996, p. 200). It is at these philosophical junctures between the intersections of truth and moral value that questioning a particular discursive practice as a specific form of rationality should begin.

Annemiek Richters warns about the precarious status of reason in his article titled *Modernity-Postmodernity Controversies: Habermas and Foucault* (1988) when he writes that critics tell us that it is time to become fully aware how much of our history and philosophy has been defined, not by universality, but rather by pretending and hoping to be universal. That is a warning worth heeding for several reasons, according to Tavares (1996). First, it is a reminder of the historical and local situations of how categories of thought determined. "Patterns of social thought and principles of action are located within cultural and historical contingencies, not outside of them" (Tavares, 1996, p. 200). Second, it shows the fragility of foundations and principles. Finally, it is a reminder of our own fragile and vulnerable existence. "This does not mean that nihilism and social or political impotence are the only alternatives" (Tavares, 1996, p. 201). Instead, the need

for reconsideration as to what it means to be critical in philosophy while at the same time to attain some kind of critical distance is now. As Foucault writes:

> I think that the central issue of philosophy and critical thought since the eighteenth century has always been, still is, and will, I hope, remain the question: *what* is this Reason that we use? What are its historical effects? What are its limits, and what are its dangers?... If it is extremely dangerous to say that Reason is the enemy that should be eliminated, it is just as dangerous to say that a critical questioning of this rationality risks sending us into irrationality (1995, p. 249).

To contemplate the philosophical and political implications of classroom management is to challenge the specific forms of modern rationality as well as to challenge theorists, but the foundation of specific knowledges in modern society are arenas in which standardization takes place. "They are, therefore, arenas that need to be politicized" (Tavares, 1996, p. 201). However, if the role of philosophy is to confront specific rationalities in their various manifestations, how does one confront classroom management theory without risking reasonableness in thought? Foucault, recognizing this tension, proposes that philosophical thought, if it is to be critical, must "accept this sort of spiral, this sort of revolving door of rationality that refers us to its necessity, to its indispensability, and at the same time, to its intrinsic dangers" (1995, p. 249).

Classroom management is an illustration of a very precise rationality. It is a technique of power and a standardization process located within the domain of education. "In classroom management, there are new patterns of social control and regulation that are exercised in management routines and procedures that make persons into individuals"

(Tavares, 1996, p. 201). The constructs of identity labels, such as *classroom managers* or *at-risk students,* are within a complex system of self-regulation and surveillance.

Finally, philosophical thought challenges contemporary forms of rationality through a continuous scrutiny of various historically specific modes of individuation. A critical investigation into these modes of individuation needs occur allowing for their historical conditions and contingencies to be studied. Foucault suggests this critique take the form of transgression (1995). "That is to say, critique does not consist of finding 'formal structures with universal value'; instead, it consists of a historical investigation into the events and forces that constitute subjects" (Tavares, 1996, p. 201).

Ironically, and perhaps tragically, throughout the last two centuries the ends of classroom management rarely have included democratic considerations. Arguably, only democratic ends could produce a critical inquiry into legitimate authority and avoided the determined presence of external authority. These democratic ends hold a possibility for providing protection for society and schools against the erosion of character and of learning in modern consumerism. Two centuries of twisting disciplinary power to fit the needs of the marketplace have yielded no substantial gains in classroom management and moral order. Instead, they have effectively dulled the potential for teachers and students to reimagine educational relationships more in line with the necessities of leading a democratic life and modeling human dignity.

CHAPTER 3 – METHODOLOGY

"Consciously, we teach what we know;
unconsciously, we teach who we are."
Don Hamachek, (1999, p. 209)

Teachers will not just "pick up" classroom management skills when placed in a classroom for the first time. Those skills are instead acquired through systematic approaches in teacher preparation programs and ongoing professional development experiences. Even when given time and provided with experience, there is no evidence to support the assumption that new teachers will become adept at organizing their future classrooms leading to efficient behavioral and time managements. Although surveys do indicate that experienced teachers have fewer concerns regarding classroom management, this may be a result of those not acquiring classroom management skills have simply left the profession ((Baker, 2005).

THE IMPORTANCE OF A COMPELLING CLASSROOM MANAGEMENT COURSE IN A TEACHER EDUCATION PROGRAM

In current teacher preparation programs and courses, a greater emphasis could be placed on preparing teacher candidates to be competent and efficient at managing the diverse classrooms of today. "This approach means not only giving pre-service teachers the intellectual understanding of the issues involved but also ensuring that they have ample opportunity for guided practice and feedback in implementing both preventative and corrective behavior management strategies" (Oliver & Reschly, December 2007, p. 1). Thus, improved teacher preparation and specialized courses in classroom management are critical parts of the solution.

A significant aspect of the pedagogical knowledge of a teacher is found in their understanding of classroom management. Additionally, knowledge of classroom management can be found in taxonomies and descriptions of core knowledge for educators (Council for Exceptional Children, 1998). Some educational researchers have suggested, likewise, that novice teachers may need to prove a minimum level of competency in classroom management skills before they can take additional teacher education courses (Berliner, 1988). The study of classroom management thus merits careful consideration by program and course developers when considering how to design an effective foundation for teacher education studies.

However, the research on classroom management as it relates to teacher education programs has been neglected in favor of teaching subject matter knowledge and the instructional aspects of teaching (Borko & Putnam, 1996). As a result, evolutional knowledge of classroom management has not developed simultaneously with the changing designs of more active and socially interactive teaching methods and student learning styles. McCaslin and Good note this discrepancy in the balance of our understanding of the different designs of current teaching. They feel the concepts of proficient classroom management have remained unchanged and that efforts to design an advanced curriculum have "created an oxymoron: a curriculum that urges problem solving and critical thinking and a management system that requires compliance and narrow obedience" (McCaslin & Good, 1992, p. 12).

The imbalance in cognitive design coupled with a lack of recent empirical evidence has left educators lacking a clear direction or an understanding of what knowledge and practices of classroom management to include in teacher preparation

courses. It is as if we understand the rules for playing baseball but not how to put on a baseball glove. “With so little to guide our understanding we are hampered in our efforts to provide prospective teachers with the appropriate tools to implement their visions for establishing positive learning communities” (Martin, 2004, p. 2). Martin also believes there is a limited understanding of developing higher education courses to guide teacher practices particularly in the area of classroom management. Therefore, it is more important than ever for education reformers to address the validity of pre-service teacher knowledge, instructional methods used, the nature of the current teaching environment and student belief as they relate to the development of a classroom management course.

THE EPISTEMOLOGY OF A TEACHER EDUCATION COURSE

Epistemology, or the theory of knowledge, is a branch of philosophy focused on the concept of the progression of knowledge and the justification behind this concept. This method attempts to answer one basic philosophical question -- *What distinguishes true knowledge from false knowledge?* – by analyzing knowledge validity, employed methods, the nature of the components, content limitations and the power of beliefs. In education, this basic question can translate into these: *How can I develop theories or models of instruction that improve upon what is already in the field? What do I need include for the improvement to take shape?* and *How do I know it is working?*

In order to discover the true nature of epistemology, attention first must be given to the parent field of philosophy and its offspring. The word *philosophy* is a derivative of the Greek word φιλοσοφία (or *philosophia*) and translated a *love of wisdom*. In addressing issues, this study relies on a critical, systematic approach to create a rational argument to solve a fundamental problem. Through the love of gaining wisdom,

philosophers attempt to find the deepest truths about our existence and reality by using various the methods of logic, ethics, metaphysics, aesthetics and epistemology, all of which play a significant role in searching for the true meaning of teaching.

Logic, the study of valid inference and correct reasoning, is the simplest of the five to grasp as it a needs filling state. In other words, if there is a need for it then do it. In education, an example would be the induction principle of teacher training – in order for students to learn to be teachers, they must practice the art of teaching. Ethics, or moral philosophy, involves organizing, demonstrating and endorsing concepts of correct and incorrect behavior. In regarding to education, this is demonstrated most clearly in the concept of classroom management. The third philosophical method is metaphysics that attempts to unlock the dual foundations of the nature of being and the world as a whole. Ontology, central branch of this method, examines the rudimentary classifications of being and how these relate to the other or, in the teaching field, the study of teachers and how they learn. Nevertheless, this dissertation will follow the epistemology method over its course of methodological discovery.

The term *epistemology* is based on the Greek words *επιστήμη (*or *episteme)*, meaning a knowledge of a specific experience, and *λόγος (*or *logos)*, meaning an explanation of what happened and why within that specific experience. The epistemological method, for it to be complete, seeks to find answers to three questions: (1) What is knowledge?; (2) How it is acquired?; and (3) How it is passed on? Naysayers pontificate that very little, if any, knowledge exists at all – a position referred to as skepticism. However, I believe the entire Socratic Method is based on a healthy skeptic mind - sort of a “prove it to me” mindset. Whether derived from my parents or by being

born in the Show Me state, this mindset assists in discovering truth concerning unanswered questions and confusions. Additionally, it established validity of truths in questions previously answered. Through epistemological findings and healthy skepticism, a breadth of truth can be established leading to a logical conclusion as to what changes need to take place in existing wonderings.

Epistemology in Teacher Education Programs

The first decade of the 21st Century proved to be an exciting and frightening time for supporters of a rigorous and practical teacher education programs and it is not over yet. Perilous efforts to destroy teacher education and brilliant attempts to reform it are encircling the field bringing about thoughts of vultures circling their dying prey. When reading about this topic, a sense of urgency permeates the research as studies indicate there is a need for more qualified teachers to be produced by teacher education programs in a shorter timeframe than ever before in U.S. history. Even though approximately 1,025 teacher education programs graduate around 100,000 new teachers annually, the problem is "that over the next few years 2 million teachers are needed in U.S. elementary and secondary schools" (Kincheloe, Winter 2004, p. 49). But, with a negative societal view of teaching and teachers, who really wants to enter the field?

Too often, the disdain toward teaching believed for the wrong reasons. Biased reports of financial practices in the news media along with perceived secrecy on the part of administrators and out-of-touch curriculum makers contribute toward this condescension. Likewise, teachers, themselves, are to blame as well through their archaic practices and being uninformed in their subject matter. It is easy to see how contempt for teacher education and pedagogy was derived. Added to that is the belief in

a generic devaluing of the art and science of teaching and the belief that teachers have it easy as exemplified in the following clichés:

- *Those who can, do. Those who can't, teach.*
- *Teachers have it easy because they get the summers off.*
- *A PhD simply means you are Piled High and Deep.*

Three sentiments I heard often in my own household while growing up. The first cliché is a complete misnomer as good teaching is a multi-layered process. Without good teachers, critics of the system would not have the intellectual capabilities to question the validity of the system in the first place. The second cliché is also wrong, as teachers will work the same number of annual hours – 2088 -- in nine months that those in the business world will work in 12 months. Teachers, then, seem to be in a constant debate with society about the legitimacy of their profession. "Teacher educators, teachers, and teacher education students must not only understand the complexity of good teaching, but stand ready to make this known to political leaders and the general population" (Kincheloe, Winter 2004, p. 50). Kincheloe writes that a few people, inside and outside of the teaching profession, seem to understand the demands placed on high-quality teachers in the 21st Century, everyone understands where teachers come from…teacher education programs. He explains:

> I want universities to produce rigorously educated teachers with an awareness of the complexities of educational practice and an understanding of and commitment to a socially just, democratic notion of schooling. Only with a solid foundation in various mainstream and alternative canons of knowledge can they begin to make wise judgments

> and informed choices about curriculum development and classroom practice (Winter 2004, p. 50).

As for the third cliché, it is both true and false at the same time. True because the knowledge acquired during doctoral studies is piled very high; i.e. high levels of cognitive processing, high levels of time involved, high levels of reading material, etc. But false as the cliché implies those with doctorate degrees are piled high with an appearance of self-righteousness. While there are people swimming in this self-belief with doctorates, there are just as many without that have the same false sense of self.

Developing a Meta-Epistemological Perspective.

Advocates for teacher education reform are proponents for asking education students to gain complex understandings of teaching not previously demanded of educational practitioners before. In *Knowledge Base for Teaching* (2000), author Sharon Strom presents a delineation of the types of knowledges required in a multifaceted teacher education program critical to evolving high quality teachers. This delineation, called a *meta-epistemological* collection, is conceptually grounded in various sets of knowledges teachers need to know. A meta-epistemological perspective is a central understanding in a critical complex conception of teacher professionalism (Strom, 2000). Moreover, such as assertion helps advance the favored academic concept of “knowledge based instruction" in teacher education programs. In a meta-epistemological construction, the “educational knowledge base involves the recognition of different types of knowledges of education including but not limited to empirical, experiential, normative, critical, ontological, and reflective-synthetic domains” (Kincheloe, Winter 2004, p. 52). This current assertion challenges more traditional and technical forms of teacher

education that conceptualized teaching as a set of skills to learn and master, not as body of knowledges to comprehend and place into practice as an efficacious teacher education program should be doing.

Conclusion

Thus, teaching before it is anything else is epistemological -- a concept that wreaks havoc in the pedagogical world. “If the teaching profession doesn't grasp and embrace this understanding, as well as the different types of knowledge associated with teaching and the diverse ways they are taught and learned, teacher education will continue to be epistemologically bankrupt,” Kincheloe asserts (Winter 2004, p. 52). In the meta-epistemological domain, serious teacher educators will avoid bankruptcy by analyzing the epistemological and other types of implicit knowledge embedded in particular areas of practice in teacher education programs.

Sensitivity to the value of such knowledge as well as to the ways in which it is obtained, altered and refined in lived contexts. Through synthesizing a variety of educational knowledges, Kincheloe believes that teacher education instructors will “begin to put together the complex ways these political assumptions shape the purposes of schools, the image of the ‘good teacher,’ the validated knowledge about ‘best practices’ they are provided, and the ways they are evaluated”(Winter 2004, p. 63). In this context, serious teachers will use their insights formed through epistemological studies to connect their students to these considerations. With their students, they should analyze and reflect on classroom conversations (*How do we talk to one another?*), the nature of classroom learning (*What do we call knowledge?*), curriculum decisions (*What do we need to know?*) and assessment (*Is what we are doing working?*). These are the

components at the conception of epistemological scholarship for viewing teacher education programs. This would create a process of natural selection in the process to reshape the teacher education paradigm. Every though teaching is a deeply entrenched tradition dating back hundreds of years, improvements to teacher education should be at the forefront of any current educational reform.

THE NECESSARY COMPONENTS

Educators are not the only ones troubled by the perceived quality of teacher preparation programs. Educational excellence is a pressing issue for U.S. politicians at local, state and national levels. Presidential and gubernatorial candidates dependably indicate their devotion to education and support of teacher improvement during the election circuit. However, teacher education programs have been under sharp criticism from reformers, the media, parents and even teachers themselves. The nation needs two million teachers while, at the same time, it is calling for a strengthening of teacher education. Now is a critical time to examine the successful dynamics in current teacher education programs and to design new dynamics meant to challenge and strengthen future teacher preparation. The ultimate responsibility for program success rests upon the shoulders of those at the university.

Components of a Compelling Teacher Education Preparation Program

Programs designed in the late 1980s began to emphasize a more coherent and consistent vision of good teaching. According to Darling-Hammond “these programs (sought) to create stronger links among courses and between clinical experiences and formal coursework, in part by using pedagogies that are connected to classroom practices” (Darling-Hammond, Hammerness, Grossman, Rust, & Shulam, 2007, p. 392).

Programs, in turn, we restructured around theories of professional learning that suggest teachers needed to be doing and learning more than simply apply particular techniques. They also needed to be able to "think pedagogically, reason through dilemmas, investigate problems, and analyze student learning to develop appropriate curriculum for a diverse group of learners" (Darling-Hammond, et al, 2007, p. 392).

Research concerning the pedagogies of teacher education is at the very early stages, but researchers are beginning to amass some evidence concerning particular practices that seem to benefit teachers in cultivating ideas, understandings, practices and temperaments for teaching. While there is no single best way to organize teachers' learning experiences in a preparation program, there are some common considerations in developing programs and a growing repertoire of strategies to draw upon in doing so. In *The Design of Teacher Education Programs* (2007) found in Linda Darling-Hammond and John Bransford's *Preparing Teachers for a Changing World*, the chapter authors present eight pedagogical trainings to include in designing a teacher education program as follows: (1) student teaching; (2) performance assessments; (3) portfolios; (4) practitioner inquiry; (5) analysis of teaching; (6) analysis of learning; (7) case methods; and (8) the autobiography. By including each pedagogical training in a teacher preparation program and then incorporating a facet of each in every course, pre-service teachers will become highly prepared to successful instruct students from all walks of life.

The pedagogical trainings of teacher education programs are suggested to support the abilities of teachers to learn *in* and *from* practice. In Darling-Hammond's words, "each intends, in different ways, to build the visions, tools, practices, dispositions and

understandings of new teachers in ways that develop and make habitual the ability to reflect and the skills of close analysis" (2007, p. 441). However, what is also important is the connection and interplay of these abilities. Some will work more powerfully in direct relationship to one another, while others, like autobiography, may serve more purpose if introduced at the beginning of a teacher preparation program. Darling-Hammond, et al, believes that developing these pedagogical trainings and then imparting them will not be an easy task. In her words,

> Teaching teachers is certainly among the most demanding kinds of professional preparation: teacher educators must constantly model practices; construct powerful learning experiences; thoughtfully support progress, understanding and practice; carefully assess students' progress and understandings; and help link theory and practice (2007, p. 441).

Expertly executing this kind of teaching from teachers takes time, effort and, most important, institutional support. Furthermore, if schools of education are essential, it is in their course syllabi that evidence of the fundamental pedagogical skills that such schools provide will be found.

Components of a Compelling Undergraduate Course in Classroom Management

A broad view of classroom management will encompass techniques for establishing and maintaining order, designing captivating instruction, dealing with students as a group, responding to the needs of individual students and effectively handling the discipline and adjustment of individual students (Emmer & Stough, 2001). Most authors of classroom management texts present this same broad view, although texts also provide various teaching methods for facilitating optimal learning on the part of

the students. In essence then, good classroom management is regarded as a condition for student learning and allows teachers to accomplish important instructional goals efficiently.

The Need for a Pragmatic Experience.

As with all expertise aspects of good teaching, the development of the understanding of classroom management and the necessary skills required to use it successful is a multilayered and staged process acquired several years of classroom experience (Berliner, 1988). At the forefront of expertise is the perspective of beginning teachers on classrooms often being incomplete and idiosyncratic (Emmer & Stough, 2001). In Emmer and Stough's view,

> Developing an understanding about classroom management thus requires experience in classroom contexts to be pragmatic; that is, to be integrated into the network of scripts, expectations, and routines that the teacher will utilize in the classroom and to result in the effective management of students (2001, p. 109).

The Need for Satiation of Real-World Contexts and Events.

Emmer and Stough in *Classroom Management: A Critical Part of Educational Psychology, with Implications for Teacher Education* (2001) writes that an attempt to situate classroom management within real-world contexts and events should be made with methods that promote the reflective-practitioner approach in teacher education courses. According to them, "videotapes of classroom management situations may illustrate varied contexts and provide opportunities for analysis" (Emmer & Stough, 2001, p. 110). The authors also point out the implementation of case studies in teacher

education courses is a way of providing varied contexts while simultaneously offering opportunities for constructing an understanding about the relationship between teaching and management. For Emmer and Stough:

> Case-based instruction also has the advantage of providing novice teachers with rich, contextualized descriptions of classrooms and behavioral problems, while eliminating some of the complexity and immediacy of the classroom that can create difficulties for novice learning (2001, p. 110).

The Need for Field Experiences Before the Student Teaching Experience.

According to Emmer and Stough, the Professional Development School (PDS) model is gaining popularity for incorporating early field experiences and coordinating its components with teacher education curriculum. In addition, increased exposure to classrooms and students in the PDS model will also increases the encounters pre-service teachers have with classroom management. Components, such as journal writing, reflective activities, and portfolios, which make use of classroom experiences, can boost competence in the field-based PDS instruction. Because PDS students are usually in a cohort, taking the same classes and teaching in the same schools, this context can also provide a supportive teacher network and community (Liberman, 2000) organized around learning how to teach and how to manage classrooms.

DESIGNING A HIGHER EDUCATION TEACHER EDUCATION COURSE

Spend any length of time watching the Food Network and you will hear something about how food simply tastes better when fresh ingredients are used. And when preparing a holiday meal for 20, the heart of the successful execution lies in the planning that proceeds the cooking itself. Planning begins with determining what foods

are to be served, then finding recipes to match. What is left is to fill in the middle – like getting the needed ingredients and cooking the means. The same is true in designing a course for students. Whether designing a classroom management course for pre-service teachers or a Journalism course for high schoolers, the components of the creation are still the same: (1) identify the content domain of the course; and (2) decide upon the goals and objectives students need to reach by the end of the course. From there, course design is a matter of filling in the middle. And in this case the middle is the good stuff, like the creamy filling in a Twinkie.

Darling-Hammond, et al. (2007) suggest the filling is composed of three elements: (1) content; (2) process; and (3) context. The content of a teacher education course includes what is taught and how it is connected. Items like subject matter, materials, learning activities and teaching methods are addressed that are relevant to obtaining the goals and objectives set forth earlier. This element also includes help for teacher candidates "to acquire a cognitive map of teaching that allows them to see relationship among the domains of teaching knowledge and connect useful theory to practices that support student learning" (Darling-Hammond, et al, 2007, p. 394). The second element is the learning processes defined as the extent to which the curriculum builds on and enables the readiness of the pre-service teacher. It is grounded in the materials and tools of the practice. The course developer should various incorporate methods for instructor engagement in the subject matter in this element as well. Finally, the third element is the learning context and defined as the extent which teacher learning is situated in context that allow the development of expert practice. Such contexts include both subject matter domains and a community sharing practices, dispositions and

a growing base of knowledge (Darling-Hammond, et al, 2007). The course developer should design methods of assessment to measure and evaluate student performance according to the objectives and goals that were originally selected.

Universal Design for Course Construction

Since 1997, I have been designing courses at the K-12 and undergraduate settings and have always favored a Universal Design approach in course construction. Essentially, knowing where the students academically are coming from and also where they need to be by the end, I simply design and develop the creamy Twinkie middle. Student learning styles, i.e. the way in which information is accessed, processed and demonstrated, can vary widely based on cognitive development, personality, cultural background and overall abilities. The Universal Design approach benefits students of all learning styles without adaptation or reverse engineering the course content. It provides an equal access to learning for all students by allowing students to control the method of accessing information. The instructor facilitates the information, monitors the learning process and initiates any beneficial method while the student is learning to become self-sufficient in their acquiring academic knowledge.

Course Content

While much research has focused on the processes of teacher learning, evidence suggests that *what* teachers learn is at least as important as how they learn. The scope of a course is the curriculum decision and is broadly identified through a process of dialogue that involves not only the instructors, but also the department, college, university, current research and previous course syllabi. Research suggests that when learners begin with a sense of the whole and are helped to see how ideas are connected and related, it deepens

their understanding and allows them to use more of what they learn (Darling-Hammond, et al, 2007).

The Importance of Course Goals.

Among the most important course decisions is the identification of course goals. From the Ohio State University website, clear goals enhance the possibility that the following results will occur:

- *Teaching will be more focused and precise. Instructors will have subjected the course to a thorough analysis and will have selected on purpose what they expect the students to learn in the course.*
- *It will be easy to identify points where learning needs to be monitored or tested.*
- *It will be possible to confirm that student needs are being met.*
- *Instructors will be aware of different teaching and learning styles. One can specify the product (which may reduce test and grade anxiety) and make an intelligent choice of the appropriate teaching and learning process.*
- *Students will always have a clear statement of the purpose and aims of the course to turn to when they are studying or unsure of the course's aims. They will find it easier to progress through the course in an organized manner.*

(Ohio State University, 2012)

In short, a clear communication of intent on the part of the teacher, what the students are expected to be able to do, how their achievement will be measured and what

will be accepted as evidence showing they achieved the goals are possible with well-defined course goals.

Many educators assess their instructional goals using the work of Benjamin Bloom (Ohio State University, 2012). In 1956, Bloom classified various abilities and behaviors that correlate with cognitive learning processes into a taxonomy commonly referred to as *Bloom's Taxonomy of Learning*. It represents the thinking processes required of students as a continuum moving from the simple to the complex. This hierarchy serves well as a classification scheme for constructing course goals since it focuses on the way a student acquires and uses knowledge in any subject area. It includes the following levels, starting from the bottom: (1) *Knowledge; (2) Comprehension;* (3) *Application;* (4) *Analysis;* (5) *Synthesis; and* (6) *Evaluation.* If these are used when formulating goals, it will be possible to analyze which of the course objectives require higher-order student behavior (application, analysis, synthesis, and evaluation) and which center around lower-order objectives (knowledge and comprehension) (Ohio State University, 2012).

Structuring a Compelling Course

As detailed in the Ohio State University Course Preparation (2012) outline, Mary Minter of the University of Michigan suggested a meticulous planning analysis for a course developer. She suggests that well-prepared instructors first set out to gather as much information as possible about the students they will be and about the content they expect to cover in the course. "Resources to consult include the college catalog, previous syllabi, the official department course description, and the assigned textbook. Instructors can also solicit help from anyone who has previously taught the course" (Ohio State

University, 2012). The next step, Minter says, is the setting of general goals and specific instructional objectives for the course. Action verbs that are specific, such as *list, write, report,* and *do* are highly recommended. The final step, explained on the Ohio State University webpage, is to conduct another level of task analysis identifying the basic learning needs the student should acquire in the subject area.

The Syllabus

Following course planning, a syllabus is the next vehicle for communicating the structure of the course and operating procedures. Simply put, the syllabus is a formal statement of what the course is about, what students will be asked to do and how their performance will be evaluated. The syllabus is a lasting statement that should become a reference tool for students during the semester. "Careful construction of the syllabus reduces ambiguity and is the first step toward producing an environment in which student learning can flourish" (Ohio State University, 2012).

A syllabus is treasured by students as it helps them know what is expected from first day of class allowing them to plan their semester efficiently. A well-constructed syllabus is evidence that the instructor takes teaching seriously and provides the administration with pertinent information about the course. A syllabus can consolidate into a single document all of the routine matters that surround teaching a course -- reading schedules, grading, due dates, class topics, etc. -- that would otherwise have to be communicated in verbally with each member of the class (Ohio State University, 2012).

Preparing a Well-Designed Course Syllabus.

Per the Ohio State University Course Preparation (2012) outline, the following eight components generally are included in the course syllabus:

(1.) *Relevant information about the course and instructor;*

(2.) *A clear statement of course goals;*

(3.) *A description of the means (or activities) for approaching the course goals;*

(4.) *A list of the resources to be obtained by the students;*

(5.) *A statement of grading criteria;*

(6.) *A statement of course policies;*

(7.) *Disability statement; and*

(8.) *A schedule.*

The Syllabus Has a Personality

Beyond the content of the syllabus is its tone of message, which can give welcoming or hostile messages subconsciously to the student. A brief syllabus with strong warnings about policy infringements and no encouraging words about the excitement of the course content may be off-putting, causing the student to be disinterested in the subject matter, become a disruption to the class or not even attend classes at all. Syllabi that contain humor and enthusiasm can create good first impressions. Ohio State University Course Preparation (2012) posits 10 rules from one University of North Dakota professor for syllabus construction that take motivation and clarity into consideration of design. In a good syllabus, the instructor should:

- *convey enthusiasm for the subject*
- *convey the intellectual challenge of the course*
- *provide opportunities for students to personalize the content*

- *convey respect for the ability of students*
- *state course goals positively so that they appear attainable*
- *convey the possibility of success in stating grading policy*
- *adequately specify assignments*
- *vary assignments according to the type of expertise required*
- *make provisions for frequent assessment of student learning*
- *convey the teacher's desire to help students individually*

Similarly, spatial layout and aesthetic features will make a difference. Syllabi that are well designed will be a more efficient course tool than those that are cramped, poorly formatted and subconsciously hostile.

But how does this look in practice?

A NARRATIVE ON THE CURRICULUM DESIGN OF A CLASSROOM MANAGEMENT COURSE AT THE UNIVERSITY OF HOUSTON

As a little girl, my parents routinely instilled the philosophy that it was all right not to know how to do something. It was even acceptable to jump in and try something that you had no experience doing. Simply, you just figured it out along the way. Later, when you have time to reflect and learn how to complete the task correctly from someone with experience, connections between what was done and why it was done are as clear as the reflection in the morning mirror. When I began teaching over a decade ago, I had neither experience nor an education degree. That did not stop anything. I jumped in head first - a sink or swim mentality. While I never sank that first year, I did not swim either. I just hung on to a life preserver for dear life. But, eventually I began to move my arms,

then legs, and learned to swim. A few years later, I had children and became a single parent…again, a choice to either sink or swim was presented.

One sink or swim challenge came during Summer 2008. The College of Education Curriculum and Instruction Department at the University of Houston asked me to redesign the curriculum content for an undergraduate education course offered to pre-service teachers entitled CUIN 4375 Classroom Management. I had not taken a curriculum development course previously, but very happily decided to jump in anyway. While swimming for three semesters, and patching a few holes in the life preserver along the way, this course became my favorite course to teach, not because it allows me to swim again, but rather for what it does for the students. This course gives them the confidence to jump in to the waters headfirst, realizing along the way that the pool is actually a safe place to enjoy the action and roll with the waves.

Future educators often believe that teaching a unit lesson with a smile will ensure that everything will run smoothly in the classroom. Yet, when asked, they cannot provide specific examples of how they will ensure their future classrooms will be successful. A smooth-running classroom, future educators will discover, is completely dependent upon strong classroom management skills. At the University of Houston, future educators, called pre-service teachers, develop these skills in the course entitled CUIN 4375 Classroom Management.

When the only Classroom Management professor at the university unexpectedly passed away during the Summer 2007 semester, this course, normally consisting of 100 or more students in the same class, was split into six separate sections with a variety of instructors. While a course outline did exist prior to the Summer 2007 semester, by the

next summer it was considered impractical for six instructors to use by the curriculum and instruction department. Therefore, the six instructions created their own syllabi; the instructional material in these six sections was at the sole discretion of the individual instructors.

The information imparted to the students and the pedagogical method(s) used by the various instructors differed as vastly as the number of students registered for the course. After the College of Education discovered that the students were learning different information in the different courses and there was not a consistency among instructors, they decided that all six sections of CUIN 4375 Classroom Management should focus on the same information and delivered in a consistent pedagogical format. But, in order for this to happen, a comprehensive curriculum needed to be developed; one that is able to be taught by a variety of instructors, yet deliver consistent information to all the students. In Summer 2008, the College of Education at the university asked if I would be interested in designing a new curriculum for this course. The only guidelines given by the college were to create a curriculum that multiple instructors can use to educate their students competently in the field of classroom management.

In addition to this, my personal guidelines were to create a course outline that was forward thinking in nature, one that instructors could personalize with their own pedagogical methods, and one that will greatly benefit the pre-service teachers in their future classrooms. Ten weeks later, the College of Education approved a new curriculum, in the form of a course outline and syllabus, for use at the undergraduate level.

The 2008 Creation of the CUIN 4375 Classroom Management Course Outline

According to the 2008 version of the University of Houston course outline, CUIN 4375 Classroom Management is "a three-hour undergraduate course which focuses on effective classroom management techniques including behavior modification, socio-emotional climate, and group process strategies" ((Hertel N. , CUIN 4375 Classroom Managment, Spring 2009, p. 1). This summary is a very simplistic understanding of this course. During the course of the semester, the pre-service teachers, facilitated by the course instructor, will uncover and study theories of classroom management, practice research-driven methods to create a well-managed classroom, produce functional tools for use in their future classrooms, and discover the theories behind various successful techniques. This course focuses on "methods and practices utilized in both elementary and secondary classrooms" (Hertel, Spring 2008, p. 1).

While writing the original curriculum, it was my hope that the knowledge gained by the pre-service teachers, both directly from the authentic materials provided and indirectly from modeling by the course instructor, would meld their personal beliefs with the theories of behavioral management. If this hope is to be successful, it will serve as invaluable knowledge throughout their educational career.

Development of the CUIN 4375 Classroom Management course outline and syllabus for the Fall 2008 semester began June 1, 2008. A course outline is a written description of instructor expectations for the students pertaining to class attendance and participation, required materials, and assignments and projects provisions. A syllabus is a weekly breakdown of the discussion topics for each class meeting as well as the due dates of evaluative assessments. There is not a set format for a syllabus. Because of this,

the instructor is able to personalize their syllabus more than a course outline, which includes legal issues, i.e. plagiarism policies, and assignment requirements.

For the purposes of this dissertation, the term *course outline* will represent both the course outline itself and the syllabus. Melissa Pierson, director of teacher education at the university and my project supervisor, asked if I would be interested in developing the curriculum for the CUIN 4375 Classroom Management course. She suggested to her supervisors that a graduate student be responsible for developing this curriculum based on her knowledge of my personal interest in behavioral management in the classroom environment and her observation of the professionalism demonstrated during the two semesters served as her teaching assistant.

Drawing on the format often used in professional development seminars, I wanted the students to have a "take-a-way" item at the end of this course. A "take-a-way" is a project created by a workshop participant during a seminar. The most successful take-a-ways are those projects the participant is able to apply almost immediately on the job. Based on personal experience, I knew having a "take-a-way" project in this course would increase the chances of a pre-service teacher becoming a successful classroom manager. In addition to the take-a-way for the students, I felt it was important to respect the individuality of the various course instructors by creating a syllabus able to conform to the inherent pedagogical methods they routinely employ. In other words, teach this topic using their preferred method.

At the onset of this task, a review of several previous course outlines from a variety of education courses took place. Per the instruction of Dr. Pierson, three working syllabi for CUIN 4375 were first reviewed for topic content: (1) Bonnie Roberts' Spring

2008 five page syllabus; (2) Bonnie Collins' Fall 2007 three page syllabus; and (3) Dr. Karen Paciotti's Spring 2007 seven page syllabus. Additionally, the electronic working syllabus for CUIN 3202 Content-Focused Teaching created by Dr. Pierson for the Spring 2008 semester was evaluated, focusing on the proper verbiage for inclusion in the new syllabus. Due to my belief in teaching to the higher-order cognitive processing level, two graduate-level syllabi were evaluated as well: (1) Dr. Jerome Freiberg's Fall 2007 syllabus for CUIN 6372 Generic Teaching Strategies; and (2) Dr. Cheryl Craig's syllabus for CUIN 6375 Teacher as Researcher used in the Summer 2008 semester.

At times when utilizing direct verbiage from any of the above syllabi, a citation in the new CUIN 4375 course outline was included. I felt this citation was important for undergraduate students to see on their syllabus as it directly correlates with the academic honesty policy established by the university and models appropriate referencing notations for the students. In addition, a sample reference list, attached at the end of the syllabus, showed further modeling for the students.

Over the course of this summer project, I met face-to-face with a number of experienced people: two current Classroom Management instructors, one former instructor, and one expert in the field of Classroom Management research. Each resource added to the development of this syllabus by providing the most current methodologies, theories, project suggestions, and assignments available.

Coming to a unanimous agreement in my head on the evaluation aspect of this course outline caused the most aggravation during the development process. The first aspect concerned how to set up the assignment grading. Questions such as *Was this course going to be based on an aggregate 100-point value scale or on a 100 percent*

grading scale? and *What will be the numerical basis for the final letter grade?* kept swirling around in my head. An aggregate 100-point value scale means that the value of each assignment is a part of the 100 total score. A 100 percent grading scale means that each assignment is valued at 100 points. At the end of the term, an average grade per assignment is determined giving the student one final average score. After observing both quantitative evaluation methods used in professional environments for almost 22 years as well as experiencing both as a student, I believe the aggregate 100-point value scale is teacher-centered, while the 100 percent grading scale is more student-centered.

Freiberg, an expert in the field of affective Classroom Management and instructor at the university, was interviewed and consulted to help determine the best quantitative evaluation method for the course instructors to use. Additionally, he further provided pedagogical ideas and management methods to best model for the Classroom Management students. He agreed the balance was difficult to achieve, as this is the age-old evaluation question of all good curriculum planners, and suggested that a 100 aggregate score evaluative system would be easier for the instructor, based on his 30+ years of teaching experience. Being easier, he said, made assessment a less time-consuming task for the instructor. For the full-time instructors, this system would allow additional time to fulfill the other university obligations and commitments that are a part of their contractual requirements. Additionally, Freiberg suggested that when creating the rubrics to consider developing ones that are objective in nature rather than based on subjective findings. He said the objective-based rubrics would allow the instructor more time for constructive evaluation of the student product, further helping the undergraduate student in the long-term. For all of the instructors, this type of evaluation system would

allow more time to evaluate projects on both an objective and subjective level, rather than only on one or the other, which would help the undergraduate students produce stronger assignments in their future university courses and in their future professional environments.

The second element that caused considerable aggravation concerns assigning the actual letter grades to the final average numbers of the students. The university does not officially provide any guidelines for this. Additionally, when reviewing the previous course outlines for Classroom Management and other course outlines posted electronically on the university web site, no consistency between the final numerical course grades and the letter grades appearing on the individual student transcripts could be determined. What was determined, however, was that instructors developed their personal letter grade-to-numerical average system based on their individual preferences. For example, a student earning a 92 final numerical average would receive an A- from one instructor, yet receive a B+ from another. Thinking this inconsistent number-to-letter grade policy was unfair to the students, I decided to create a quantitative conversion based on what a student in Fort Bend Independent School District experiences.

Additionally, I felt the undergraduate students would already have a familiarity with this grading system helping them better understand their final course letter grade. At the time, while applying this number-to-letter balance caused me great concern, to date no mention by the program supervisors, course instructors, or students as being non-linear in nature has been made. Therefore, I can only assume this quantitative evaluation breakdown has been successful and not in need of re-evaluation. However, I do believe a university-wide grading scale does need implementation by all colleges, departments, and

instructors. This consistent grading scale will enable the university students, especially those with undeclared majors taking courses at various colleges, to assess their strengths and weaknesses in particular program areas in a more thorough manner. It is my personal belief that the academic successes of the university students will increase leading to better preparedness for the professional world, which should be the overall goal of every higher-education program.

The most surprising circumstance encountered while developing this course outline was the generosity of publishing companies. Following the suggestion of Dr. Pierson, I contacted several publishers via email and telephone explaining what I was doing. Moreover, each time, the publishers mailed several textbooks for me to review at no cost. I had not experienced this generosity before. It was not until I had progressed further into the doctoral program that I realized the publishers receive a profit for each textbook sold. If a course, such as this one, with a projected enrollment of 180 students each semester, utilizes a textbook from a particular publisher, then that publisher stands to make a good profit from the high-volume product sale. It makes sense to provide a complimentary copy free of charge in exchange for the possibility of selling 180 in return.

Rather than re-shaping an existing curriculum, curriculum development that actually begins at the beginning is a rare opportunity. Along with this opportunity came a change to select a new, more current textbook. For this new classroom management curriculum, five textbooks were read and reviewed. Each textbook was evaluated from the perspective of the instructor and of the student. Cost to the student also played a factor in the selection of a classroom textbook. The textbook comprising the best

selection of topics in a most workable undergraduate format was *Classroom Management: Models, Applications and Cases* (2007) written by M. L. Manning and K.T. Butcher. Additionally, Pearson Publishers made available free-of-charge sample lesson plans and Microsoft Power Point presentations online to all course instructors at this university. Since they were available, the lesson plans and the slide show presentations also were consulted in the development of this new syllabus.

The following is an outline of the rationale, taken from a letter dated July 3, 2008, and found as Appendix A, which shaped this original syllabus:

- *The heavy reading was placed at the beginning of the course to allow the students to have more classroom time available to produce their final project, i.e. a Classroom Management Plan;*
- *The mini-exams were scheduled based on the publisher's guidelines;*
- *There are three class days blocked at the end of the syllabus for work on the Classroom Management Plan, even though only two classes were thought to be actually needed. The extra class could be used for any holiday falling during the semester;*
- *The course theme of "Collaboration" was printed in purple as the color represents power; i.e. empowering the students in their own personal learning;*
- *The students were provided a section to record their grades in an effort to eliminate unnecessary student assessment apprehension as well as giving the students a strategy to be in control of their own learning needs;*

- *There was an emphasis placed on Reflective Journals as these are a tool currently used to begin the process of reflective practice;*
- *The Volume Review Paper and Presentation assignment was a higher-level thinking assessment. This paper facilitated the pre-service teacher in becoming critical analyst. The presentation they were required to give in front of their peers provided them with a safe environment to present their volume review paper. This assignment was also designed to provide the foundation of a critical friends group;*
- *The volume chosen for their review was from a predetermined list provided in the course outline. This list was developed from the website Amazon.com using "teacher and teaching" in the subject line as well as from my personal collection. Over 60 books were studied from the perspective of the undergraduate student and 25 were added to the list. However, I believed then there were too many choices for the students, and yet I was unsure of which volumes to eliminate, so they all remained on the list;*
- *The QUEST Professional Attributes were included in this syllabus, as I believe they are essential in becoming a mature professional as well as will aid the students as an educator. Additionally, students are graded on these attributes throughout their education at the university by all of their professors. By including these, the students are either (1) made aware for the first time of what is expected by the university; or (2) reminded of that*

the university expects of them as a representative of the college once they are in the classroom;

- *The Classroom Management Plan Paper and Presentation was derived from the syllabus created by Bonnie Roberts (Spring 2008) and modified to fit with the new discussion topics. The paper was meant to develop the cognitive abilities of the students in becoming a critical analyst. The presentation provided the students with another opportunity to teach their fellow peers and presented an opportunity for professional learning communities to continue. Additionally, the overall objective for this assignment was for the students to create a future reference guide to use when in their own classroom environments; and*
- *The assignments assessments were developed in various ways for two reasons: (1) to make sure the grades the students earn were the most representative of their abilities; and (2) to provide the students with several options for assessments use in their own classrooms.*

(Hertel N. , 2008)

As previously mentioned, intentionally omitted from this course outline are direct instructional methods, as I believed this should be the option of the instructor of record. In addition, due to the vast amount of research materials and information gathered and cognitively processed over the course of 10 weeks, I came to the realization that not all of the information collected could be included in a 15-week semester if any assessment measures also were to be included. Achieving a balance between instruction and evaluation became the hardest part of designing the curriculum for this course. Allen

Warner states that “Curriculum is often based on what we can leave out rather than what we need to teach because there isn’t enough time to teach everything we should” (Warner, 2009). Even today, 12 semesters after its creation and with 11 semesters of application, I still wonder what information the students are receiving in addition to the required curriculum, student assessments, and instructor pedagogy. I also wonder how the syllabus has evolved since its original creation.

Achieving a proper balance is a difficult task for any curriculum planner. And good curriculum planning is a continuous process that is never fully completed.

After 10 weeks, the final course outline and syllabus for CUIN 4375 Classroom Management for the Fall 2008 semester, attached as Appendix B, was approved for use by multiple instructors. The red font in the document indicates to the instructors to add their own personalization to the course outline with their own pedagogical instructional methods. However, after receiving the original proposed syllabus, Dr. Pierson, the supervisor of this project, made two minor adjustments. First, she added the information about Data Storage issues. This is a good addition in the current technology-based world. Second, she moved the Required Materials section to the second page. As a student myself thought, the materials needing to be purchased for a particular course are the first thing I look at when given a new syllabus. *What do I have to spend now to get started?* is asked routinely by students at all levels. Therefore, while Pierson moved this information to page two, I moved it back to the first page on my syllabus.

Applying the Course Outline and Syllabus during the Fall 2008 Semester

The creation of the CUIN 4375 Classroom Management course is a project of which that I am extremely proud of and could not wait to apply in an actual

undergraduate classroom environment. This viewpoint aligns with the teacher-as-implementer image of teaching, which I understood yet was trying very hard to avoid as I consider myself a facilitator rather than a teller of information. Critical pedagogists have come out strongly against such an approach. They argue that it merely "forces teachers to take orders from established theorists and faithfully execute them, thereby leaving very little room for self-conceptualization and self-construction of truly personal theories" (Kumaravadivelu, 2003, p. 25). They go on to say that supporters of this teacher-as-implementer approach "exhibit ideological naiveté." They are unable to recognize that the act of selecting problems for teachers to research is an ideological act, an act that trivialized the role of the teacher" (Kumaravadivelu, 2003, p. 25). As an instructor, I did not want to apply merely a new curriculum, nor, as the curriculum maker (Clandinin & Connelly, 1992) did I feel I had the authority to tell others what to implement. I simply did not know enough to be an authority in this field. Nonetheless, I was placed in this role. My goal became to strike a balance between the two: the teacher-as-implementer and teacher-as-curriculum maker. While specific topics are in need of being taught, it is important to me that the manner in which they are taught should be broad enough to allow the instructors to enact their personal pedagogical methods. With solely execution, curriculum development remains at an Essentialist level, whereas I am attempting to achieve knowledge at a Perennial level, as the curriculum maker.

And Then Came Hurricane Ike.

Hurricane Ike was the third most destructive hurricane ever to make landfall in the United States. It was the ninth named storm and fifth hurricane of the 2008 Atlantic hurricane season. According to the book *Ike: Stories of the Storm* published by The

Galveston County Daily News, at 2:10 a.m. on September 13, 2008, the eye of Hurricane Ike made landfall over the east end of Galveston Island. Electrical power in the Houston metropolitan area began failing the night before at 8 p.m., leaving millions of customers without power that Friday night (The Galveston County Daily News, 2011).

As a course instructor, I decided it would be in the best interest of the students to cancel class on Sept. 11, 2008, Week 3, allowing them to make hurricane preparations. The safety of the students was the only correct choice to me. However, being a graduate student and not a university faculty member, I was concerned about any possible ramifications when the supervisors found out about this cancellation. While making the supervisors aware of this cancellation, the fact that we were feeling no storm effects at that time still worried me. However, I am a student-centered instructor, and I believe this cancellation was what the students needed at that particular time.

The university officially closed on Sat., Sept. 13, 2008, reopening four days later, causing many students, faculty, and staff to become increasingly irritated with the university for opening so soon after the storm. Although many students had no power, no food, no hot water, and were often being separated from families, the president of the university, Dr. Renu Khator, still informed the students that class meetings would resume as normal. Khator, the 13th president and eighth chancellor of the university, formally began her time with the university a mere eight months earlier (The University of Houston, 2008). However, the students responded negatively with a variety of emotions. This, obviously, had a negative impact on their abilities to learn new information. They might have been able to commit it to their short-term recall memory, but they would not be able to synthesize and evaluate basic knowledge for future use.

While reading the emails from the Classroom Management students on my cell phone, the only outside contact available, their frustration was easy to detect. During Week 4, I cancelled class as well. On Sept. 24, 2008, our Week 5 of class meetings, President Khator issued a statement stating it was time to move forward. In this statement, attached in its entirety as Appendix C, she acknowledged the decision to open the university upset many people and she addressed two fundamental questions: (1) how the university makes emergency decisions; and (2) why the decision to open so soon after the hurricane was made in the first place.

At our first class meeting back, during Week 5, I decided to forgo the topics listed on the syllabus and replace them with a class meeting. During this class, three items were on my agenda: (1) reflections on the hurricane and Dr. Khator's letter; (2) a review of Weeks 1 & 2; and (3) the creation of a new course outline, assignments, and point values. While I felt it was important to allow the students to reflect on the events brought about by the hurricane, this constructive griping occurred for only 10 minutes. Then we discussed the statement issued by President Khator. Discussion topics included why the letter was necessary, what qualities did an productive leader possess, and the role of the university president in an unforeseen event. By allowing these discussions, the students were able to develop their own criteria for a high-quality classroom leader, e.g. what they wished to be in a few years.

An explanation at the beginning of that class meeting concerning the situation we were currently facing with the hurricane was a prime example of classroom management in action. Since we missed two class meetings, a review of these meetings was necessary. After these first two daily tasks were complete – discussion of the hurricane and a review

of the previous classes – the next item was "Change the Syllabus." The students were to review their original syllabus, taking note of what they liked and what they would suggest for elimination. A new blank syllabus with the weekly topic discussions, distributed via email prior to this class meeting, was available for those students without internet access at that point. Obviously, with the interruption of the hurricane, there was no longer enough structured time to experience all of the topics and tasks from the original weekly syllabus. In addition, the students understood that I, as the course instructor, had veto power over the elimination of topics and projects, as I was the only expert in what the overall goal of the material topics were. After 10 minutes, they discussed their ideas with their tablemates leading to table agreement on what to keep and eliminate. After another 10 minutes, table agreements became row agreements. As a large class group, we then discussed the value of each assignment and each weekly topic agreeing on what to alter, retain and eliminate. This adjusted syllabus was created by the 30 students in the CUIN 4375 Thursday afternoon course.

Despite working on this syllabus daily for over 10 weeks the preceding summer, altering it was easier than I thought. The original idea to alter the course outline made me nauseous. However, the learning of the students has always been an important aspect to me as a teacher. Additionally, by allowing the students to believe they were in control of the course material, they would be more adept at learning the information before them. In a time in which they felt in control over nothing, allowing them control over the course outline would ease their intense emotional state. In the grand scheme of things, allowing the students to semi-control the direction of the course outline was a small thing I could do to help them in this time. Once before, I witnessed a classroom of high school students

experiencing intense emotions and used this instructional method to empower them. It was a great success in the overall group dynamics and lead to a greater enthusiasm for learning. I hoped this instructional method would be successful again and it was.

While strongly holding on to the belief that the overall goal of this course was to continue promoting positive student learning, I realized three things over the course of this particular semester:

(1) Students need to be valued for the knowledge they bring to the table;

(2) Cognitive learning value will increase with less unnecessary lower-order assignments and more higher-order projects; and

(3) When standing on the side of safety and morals for the students, you will always sleep well at night.

After the Fall 2008 semester was completed, the instructors met to discuss the semester, the assignments, and how to improve the syllabus for use during the following semester. One of the assignments the students developed during the hurricane-abbreviated semester was a group presentation over the remaining eight textbook chapters. The students divided themselves into eight groups, chose a chapter to review, wrote the criteria for the presentation, and suggested two class dates for their presentations. Developed out of a time necessity, this became one of my favorite assignments. It became one of the favorites of the students as well. Presenting eight textbook chapters occurred during two class meetings; four chapters each day. The students were required to read one chapter and take notes on the remaining seven. Presentations not only focused on important material found within the text itself, but also consisted of outside sources on the specific chapter topic. Additionally, groups were

required to prepare a Power Point presentation, a tactile activity to reinforce the chapter material, and a quick reference handout for their peers. Originally, this assignment was worth no points, as decided by the students, as they felt this was a necessary activity to help their fellow classmates out rather than an opportunity to earn grade points from me. However, after the presentations finished, I believed that the students should receive some credit for their work and developed a rubric for assessment. This rubric, handwritten on paper, was broken into the following components: 10 total points available broken into five points for presenting, three points from group members (sent to me via email and not shared with the other students), and two points for materials (handouts, slides, etc.). For the three group member points, each person evaluated their group members on a scale from zero to three, with three being the highest. Once receiving all the group member evaluations, an average of these total member points was added to the other two presentation components. This determined a final grade based on a 10-point scale. The average grade earned for 30 students on this assignment was a 9.875 out of 10 points.

This semester provided a wealth of experience not only for me, as the instructor, but also for the students. We were able to process the classroom management theories on a higher cognitive level because we were experiencing them directly because we were right in the middle of them, i.e. curriculum as a lived experience (Connelly & Clandinin, 1990). During the seminal last lecture of Randy Pausch, professor of computer science and human-computer interaction at Carnegie Mellon University, said positively that "Experience is what you get when you didn't get what you wanted. And experience is often the most valuable thing you have to offer" (Pausch, 2007).

Necessity is the Mother of Invention: The Improved Spring 2009 Course Outline and Syllabus

The constructive adjustments created by the students during the previous semester were kept when developing the course outline and syllabus for Spring 2008. Including these adjustments allowed more time to be available for the instructors to personalize instruction and refine the materials to align them with their personal beliefs and teaching style. Five of the six Fall instructors taught CUIN 4375 again the following semester. Personally, I was very excited to observe this improved course outline during a long 15-week semester without unforeseen interruptions. This opportunity was lost during the Fall 2008 semester with the disruptive consequences stemming from the hurricane. As a novice curriculum planner, being able to create, apply, and evaluate a curriculum design is a dream come true. It was disappointing not being able to see this through in the original design. Up until this semester, I experienced the creation without absolute evaluation. However, the suggestions made by the Fall students and the changes applied that semester far exceeded my expectations. Originally, I set the ability bar at the level I thought it should be. The hurricane proved that I had no clue where the bar should actually be though. Dr. Randy Pausch shared this lesson in his 2007 lecture at Carnegie Mellon University. When faced with student achievements being higher than what he expected after applying a curriculum for a course he created, he consulted his mentor, Dr. Andries van Dam, who said, “You obviously don’t know where the bar should be, and you’re only going to do a disservice by putting it anywhere anyway” (Pausch, 2007). Hearing this was a light-bulb moment. When re-modeling the course outline for the next semester, I made sure to eliminate the abilities bar and focused on broad requirements for

the projects. This included, as the instructor, intentionally not showing exemplar products from the previous semester. I was very excited to see how these new beliefs would connect to the projects created by the Spring students. The Spring 2009 syllabus, attached as Appendix D, demonstrates this excitement throughout the course outline and syllabus. Clip art and cartoons add to the visual appeal of the course outline, visually attracting the students to the important points of the course outline. Additionally, this type of course outline shows the students that learning can be fun and silly, yet very organized and detailed. In short, teaching and learning are whimsical. This course outline represented my personality more than the original, more rigid one created during the previous summer.

Assignment specifications on this new syllabus were more concise based on students' questions and misunderstandings from the previous semester. As they would ask for clarification, I would make notes on the pertinent section in the course outline. The new assignments, created by the Fall 2008 students and myself, allowed for multiple instructor pedagogical methods to be integrated into the class meetings (e.g., online classes, extra credit opportunities, and movie critiques). Point values on assignments were refined to reflect the overall importance of each assignment. Most important, this semester saw all in-class assignments and guided lectures leading to the creation of the Classroom Management Plan, the immense final project of the semester.

The conviction that instruction becomes better with each teaching opportunity is something I strongly believe, yet, I did not experience a first "real" semester of teaching this material. While teaching in the Spring 2009 semester, this full experience -- creation, enactment, and formative and summative evaluations -- was finally reached. While I did

observe the group presentations of the text material and final Classroom Management Plan (CMP) projects during the previous semester, it was in this new semester that intentional connections between the daily class meeting materials and the final project outcome occurred. These connections, intentionally provided subtlety each week, registered with the students while creating their final (CMP) projects. This registering was one of the goals I had for the Spring semester. When they did realized this, it was the A-HA moment teachers live for; it is why we do what we do day after day, week after week, year after year.

Another thing I discovered, although minor compared to the A-HA realization moment, was that if I ever write curriculum to be published on the internet for public viewing, copyrighted cartoons cannot be included. This learning came from Dr. Freiberg during feedback conversations he and I often had throughout the semester. As Dr. Pausch, echoing Schön (1983), said, "Get a feedback loop and listen to it. When people give you feedback, cherish it and use it" (Pausch, 2007), and I did. For a small distribution to my class, the inclusion of copyrighted cartoons is fine, he said, but for electronic distribution to the masses, copyright infringement laws will be broken and potential lawsuits filed.

Finally, I learned how better to manage both summative and formative evaluation as an instructor. When I taught at the elementary and secondary levels, I believed that the more assignments given to the students, i.e. more opportunities for graded work, the better chance they would have at achieving a higher final grade. If a student is having a bad day, as we all have bad days, then his overall class average would not suffer. From the perspective of the teacher, if a parent questions why their child did not earn what they

expected, multiple opportunities for student achievement are available for inspection and discussion. However, with using these multiple assessments, something always needed to be graded. While developing the first Fall 2008 course outline and originally including multiple opportunities for student achievement, Dr. Freiberg mentioned that, as a college instructor, the grading would be more time consuming due to the nature of the students being in higher education. He suggested I think about the evaluation aspect of creating curriculum from the viewpoint of the instructor. Questions such as *How much time is this going to take to grade*?, *What is my overall goal for the students with this assignment?*, and *Is this goal being achieved?* are good indicators of the evaluation time needed for each type of assessment on the part of the instructor.

Learning to swim over the three semesters described here led me to the conclusion that I want to know more about the fundamentals of the curriculum development process. This curriculum was fun to write, in part because I enjoyed the material itself. When the material is personally less enjoyable to me, I wonder how I will feel about the curriculum development process. As an instructor, I believe the material for CUIN 4375 Classroom Management is great to teach as it is constructed in a coherent format that easily transitions from one class meeting to the next. This type of cognitive education structure, called scaffolded learning, aids the students in comprehending this material on a deeper cognitive level.

Scaffolding engages students in challenging research projects, like the Classroom Management Plan. Scaffolding, in McKenzie's words, "is used to organize and support the student investigation or inquiry, to keep students from straying too far off the path while seeking 'the truth' about whatever issue, problem or question was driving the

project" (McKenzie, 1999). However, scaffolding is often a secondary source (e.g. student research), not the primary source (e.g. the course curriculum). "Even though we may offer clarity and structure, the students must still conduct the research and fashion new insights," explained McKenzie. He continued: The most important work is done by the student. We simply provide the outer structure" (McKenzie, 1999). This is the same as person-centered teaching whereas the teacher acts as a facilitator, a guide-on-the-side if you will, rather than an authoritarian conductor. In the Internet article *Scaffolding for Success* (1999), McKenzie further provided eight characteristics of educational scaffolding:

(1) Scaffolding provides clear directions;

(2) Scaffolding clarifies purpose;

(3) Scaffolding keeps students on task;

(4) Scaffolding offers assessment to clarify expectations;

(5) Scaffolding points students to worthy sources;

(6) Scaffolding reduces uncertainty, surprise and disappointment;

(7) Scaffolding delivers efficiency; and

(8) Scaffolding creates momentum.

(McKenzie, 1999)

Exploration of the progresses of the students is competent when students have been well equipped, well prepared and well guided along the path.

Finally, I believe the curriculum found in the CUIN 4375 Classroom Management course outline will contribute to the future success of each of the students that participate in this course.

ANALYSIS OF THE SPRING 2009 COURSE OUTLINE AND SYLLABUS

Peter Oliva in *Developing the Curriculum* (2009) writes that current educational literature is abounding with debates about how to achieve proper modeling in the classroom. "Models, which are essentially patterns serving as guidelines to action," Oliva explains, "can be found for almost every form of educational activity" (2009, p. 125). He points out, however, that the actual term "model" lacks precision stating it can be a proposed solution to a piece of a problem, an attempt to solve a specific problem, or a "microcosmic pattern for replication on a grander scale" (Oliva, 2009, p. 125). It is in the latter definition of this model that the curriculum development for CUIN 4375 Classroom Management is placed. While Oliva discusses four models – the Tyler Model; the Taba Model; the Saylor, Alexander and Lewis Model; and the Oliva Model – in his text, two are represented in this section. The models for curriculum development created by Tyler and Taba will form the foundation for the Classroom Management curriculum.

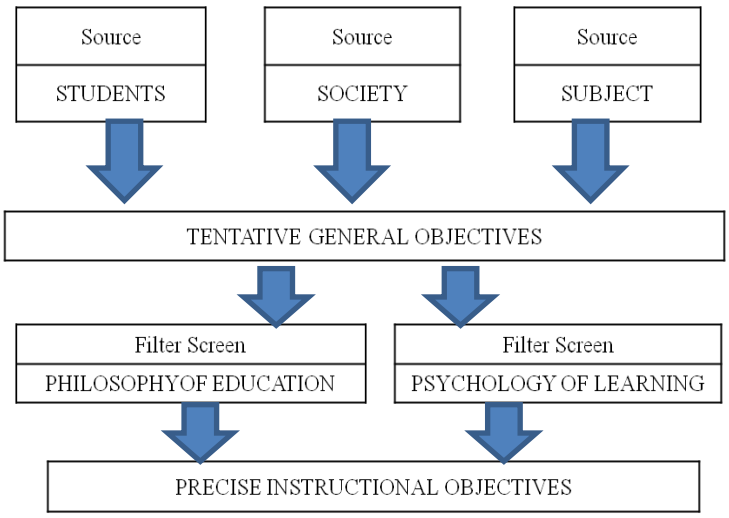
The Tyler Rationale for CUIN 4375 Classroom Management

Ralph W. Tyler (1902-1994) is one of the most influential people in the fields of education and evaluation. He coined the term *evaluation* as it pertains to aligning measurement and testing with educational objectives. This is how he is written in history; however, it is a misunderstanding of his original intent with the term. While evaluation is now seen as learning specific bits and pieces of information based on educational objectives, Tyler stressed evaluation goes beyond mere memorization and regurgitation into demonstrating of what one can do with the new knowledge acquired. It is through this application that true evaluation can occur by the teacher.

In today's perception of Tyler's belief, his concept of evaluation consists of the

instructor gathering ample evidence of student learning rather than just paper-pencil assessment data. Because of his comprehensive definition of evaluation, a case for Tyler being an early proponent of the current portfolio assessment trend can be made. In 1949, Tyler wrote *Basic Principles of Curriculum and Instruction* focusing on his beliefs about how to view, analyze, and interpret the curriculum and instruction program at an educational institution. His simplistic structure for delivering and evaluating instruction, known as the Tyler Rationale, consists of four parts: (1) defining appropriate learning objectives; (2) introducing useful learning experiences; (3) organizing experiences to maximize their effect; and (4) evaluating the process and revisiting the areas that were not effective. A model of Tyler's Curriculum Rationale, as applied by Popham and Baker (1970) and reprinted in Oliva (2009), is found in Figure 1.

Figure 2: Tyler's Curriculum Rationale



(Oliva, 2009, p. 130)

Learning, Tyler believed, takes place through the actions of the student. "It is what he does that learns, not what the teacher does" he explained (Tyler, 1969, p. 63). The Tyler Rationale is a process for selecting educational objectives and his deductive model suggests that curriculum planners identify general objectives by gathering data from three sources: (1) the learners; (2) the society; and (3) the subject matter. In the case of CUIN 4375, "the learners" are defined as pre-service teachers, "the society" would be anyone concerned with the academic education of the student, and "the subject matter" is the theories and future direction of classroom management. Moving in a linear direction, after identifying numerous tentative general objectives during the second stage of this model, curriculum planners begin to refine these objectives by filtering them through two screens: (1) educational and social philosophy of schools, i.e. what we should learn; and (2) psychology of learning, i.e. what we can learn. For example, tentative general objectives for this course outline consisted of the students creating a classroom management plan and understanding several methods/theories of classroom management strategies to use in the classroom.

The model of curriculum development of Ralph Tyler leaves room for curriculum developers, in keeping with what they believe about learning, to determine educational behavioral objectives (Oliva, 2009). However, because of the nature of this model, these precise instructional objectives may actually be less precise that those proposed by other educational behavior objectives advocates, like Benjamin Bloom.

Bloom's Taxonomy identifies six levels within the cognitive domain from simple recall of facts to increasingly more complex and abstract levels. The six levels, from lowest to highest cognitive abilities, are (1) knowledge, (2) comprehension, (3)

application, (4) analysis, (5) synthesis, and (6) evaluation. The classification of the 10 concise instructional objectives listed above begins with the lowest cognitive domain and progresses toward the highest level. Table 1 represents the number of objectives written at each of Bloom's intellectual levels.

During this filter stage in designing the course outline and syllabus, Bloom's Taxonomy of Cognitive Domain (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956) served as an aide with regards to the cognitive levels of intellectual development to develop general educational objectives. These general objectives led to the creation of more concise instructional objectives, using observable action verbs from Bloom's Taxonomy, for the original course outline. The 10 instructional objectives, listed below, formed the foundation for the curriculum of this course. The observable 12 action verbs are highlighted in yellow and underlined followed by Table 2 demonstrating relationship between the specific behavioral objectives and the chosen course outline action verbs:

The learner will:

1. *Describe and compare various theories and theorists of classroom management;*
2. *Discover methods to establish effective rules and procedures;*
3. *Employ methods to involve students in establishing rules, procedures and related disciplinary actions;*
4. *Demonstrate an appropriate instructor mental set for classroom management;*
5. *Analyze the role of interpersonal and intrapersonal communications in classroom management;*

6. *Compare the roles your students can use in the smooth functioning of the classroom;*
7. *Propose methods to enhance students' sense of responsibility for their behavior and learning;*
8. *Explain and rate methods to teach students self-management and self-control strategies;*
9. *Assemble engaging curriculum, instruction, and assessment to successful classroom management programs; and*
10. *Design a practical classroom management plan for future implementation within the classroom.*

(Hertel N. , Fall 2008)

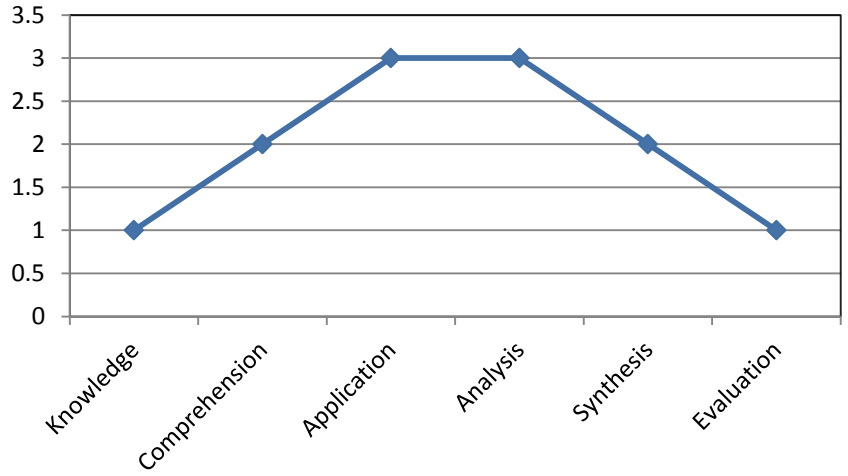
Table 2: Specific Objectives Written at Each Level of Bloom's Taxonomy

Level of Bloom's Taxonomy	Correlating Objective Number from Course Outline	Observable Verb(s)	Percentage of Cognitive Level Integrated into Course Outline
Knowledge	1	describe	*8.34%*
Comprehension	8 & 9	explain, assemble	*16.66%*
Application	2, 3 & 4	discover, employ, demonstrate	*25%*
Analyze	1, 5 & 6	compare, analyze, compare	*25%*
Synthesis	7 & 10	propose, design	*16.66%*
Evaluation	8	rate	*8.34%*

There is one instructional objective written at the knowledge level. Two are at the comprehension and synthesis levels. Three objectives represent the third and fourth levels

of application and analyze, respectively. In addition, one instructional objective is at the highest cognitive level according to Bloom's Taxonomy. Overall, two levels comprised 50 percent of the instructional objectives for this course, each with 25 percent. Additionally, 16.66 percent of the instructional objectives are at the comprehension and synthesis levels. Finally, one instructional objective is at the lowest level and one written at the highest cognitive level, representing 8.43 percent of the total objectives. Figure 2 represents these findings.

Figure 3: Course Outline Instructional Objectives and Bloom's Taxonomy Intellectual Levels



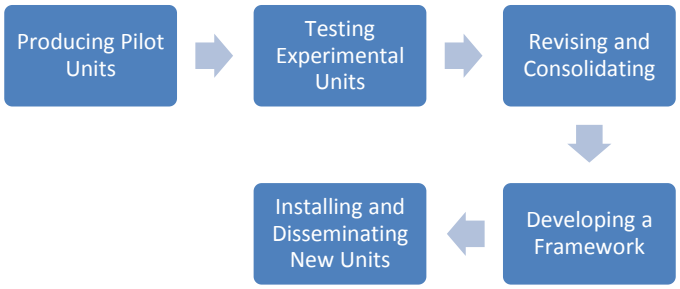
The Taba Model for CUIN 4375 Classroom Management

Curriculum theorist Hilda Taba is a teacher educator who contributed to the pedagogical foundations of concept development. She was a contributor working under Ralph Tyler on the Commission on the Relation of School and College research project, known at the Eight-Year Study, which focused on how students from Progressive secondary schools would fare in college. In *Evaluation, Intergroup Education and the Taba Framework* (State University, 2009), the following is written: "The significance of

the study was that it included curriculum goals that were important to Progressive educators but were not easily measured on standardized tests, such as social responsibility and cooperative behavior" (State University, 2009). Believing teachers should design their own curriculum rather than using an already existing one developed by a higher authority, Taba advocated an inductive approach to curriculum development in her model.

This model begins with the specifics and builds toward the general, exactly opposite to the Tyler Rationale. Additionally, social responsibility and cooperative behavior on the part of the students are not easily measurable on standardized assessment measures. Instead, the teacher in the classroom has the knowledge to measure these components. Therefore, Taba's curriculum development model advocates that one begin with the teacher working directly with the students because s/he has first-hand knowledge of what the students actually need. This model is a five-step sequence model with step one having eight sub-steps making the model rather time consuming to use and impractical for the development of curriculum by teachers. The five steps are: (1) producing pilot units; (2) testing experimental units; (3) revising and consolidating; (4) developing a framework; and (5) installing and disseminating new units (Oliva, 2009) as represented in Figure 4 below.

Figure 4: Taba's Curriculum Model



However, this model is time consuming for teachers as the first step -- Producing Pilot – has eight vast sub-components alone. Interestingly, these eight sub-components along with the additional five found throughout the other steps, lead to answers that were integrated into the original Fall 2008 course outline.

However, when writing the curriculum objectives for CUIN 4375 for Fall 2008, I began with broad, general objectives, which is not illustrative of the Taba model.. Additionally, as an instructor for this course as well, writing the objectives from the specific to the general would have been an incredible time-consuming undertaking. However, for Spring 2009, the Taba method was employed to revise the course outline from the original Fall 2008 version. In viewing the Fall 2008 version as the pilot, i.e. Step 1 of Taba, and then using the semester to test experimental units, i.e. Step 2, the Taba Model of curriculum development is seen for what, I believe, it actually is…a model for educational leaders and administrators to evaluate a curriculum design. And it works relatively well. After the first semester closed, the CUIN 4375 course outline was revised based on feedback discussions with the various course instructors and the course supervisor, Jerome Freiberg, and a new framework for the course was developed; these are steps three and four respectively in the Taba Model. With the first day of the Spring

2009 semester, step five of Taba -- Installing and Disseminating New Units -- was achieved by the applying and distributing new instructional content units.

The Tyler Rationale vs. the Taba Model of Curriculum Development

While both the Tyler Rationale and the Taba Model are valuable to the evaluation of any curriculum plan, I cannot speak with authority that one serves a higher purpose over the other. While the writing of the course objectives came directly from Tyler, determining the content came from step one of the Taba Model. Moreover, the Tyler Rationale provided almost immediate feedback of necessary changes in the curriculum, while the Taba model took six months to produce additional adjustments.

As a course designer for CUIN 4375, employing the method of Ralph Tyler seemed to be superior in developing the curriculum for the classroom management course. Beginning with general objectives gathered from the students, society and subject matter, teachers can give a logical order to the process of creating specific learner objectives and outcomes. However, as one of the educational leaders of this curriculum, Hilda Taba's model is superior in evaluating the curricular objectives so long as the teacher has time to perform each of the 13 total steps. From the example of the semesters presented above, I would say some semblance of a curriculum also is needed in order for Taba's Model to achieve what it was set out to do.

Conclusion

After developing the curriculum for CUIN 4375 Classroom Management during the summer months in 2008, I assumed this new course outline would be set in stone. This was an incorrect assumption. Additionally, I assumed that once completed, the curriculum would be student-centered. This was also incorrect. Since application, I have

realized that a good curriculum plan is always a work in progress, having modified this outline continually while teaching this course. The course curriculum taught five years from now will not look the same, yet will have the same foundational qualities. A good curriculum planner is always planning and looking toward an improvement in the cognitive skills of a student, while adjusting instructional strategies as often as necessary. Continuous feedback, in my opinion, from the students and the instructors is more valuable than any quantitative summative measurement. As the course instructor, I am able to note anecdotally the successes and failures of each weekly topic. This helps the curriculum planner, i.e. me, design an improved course outline for future able intellectually to reach the most pre-service teachers in the most efficient manner. Every classroom will face obstacles, or brick walls. During his final lecture, Pausch states "Brick walls are not put there to stop us. **B**rick walls are there for a reason. They let us prove how badly we want things. Because the brick walls are there to stop the people who don't want it badly enough. They're there to stop the other people" (Pausch, 2007). Good course design starts with learning how to tear down the brick walls. Worthy curriculum design puts them up and tears them down, only to put them up again in a different format, only to tear them down again in the form of continuous syllabus shaping and reshaping making the content compelling to both the teacher and students. But what does a compelling, well-designed syllabus look like in tangible form?

THE STUDY QUESTION

Improving teacher education programs is the current brick wall. It is there, but it can be torn down so long as we are willing to get our hands dirty, and the dirt will come from restructuring teacher education programs. This includes redesigning the syllabus to

become a more compelling instrument not only to the students, but to the instructors as well. The following section will discuss the design of an ideal well-designed syllabus.

The Question: What Does a Well-designed Syllabus Look Like?

In attempting to answer this particular question, emphasis will be placed on the 2005 article by Jeanne Slattery and Janet Carlson discussing what a well-designed course syllabus should look like. A brief introduction will be followed by nine commonly included components. Additionally, the component of Personal Observation will be incorporated in this study. These are biographical elements unique to each syllabus. The 10 components will form the basis of the analysis of the 10 course syllabi from six universities determining if they are competent at positively influencing teaching and the learning processes of the pre-service students.

THE STUDY METHODOLOGY

University rankings are ordered lists of institutions of higher learning and are determined by a combination of factors. Rank can focus on any topic and be conducted by news media, periodicals, government agencies and academics in the field. They can include, but are not limited to, measures of student opinions, research produced, athletic prowess, financial characteristics and demographics. Moreover, they are often consulted by prospective students during the admissions process.

The Big Picture

When planning a trip, it is important to take into consideration items like dates of travel, miles between destinations, cost of gasoline verses the cost of flying and the time it will take. These items are referred to as “the big picture.” In order to determine how

the study syllabi came to be involved in this research, it is important to look at the big picture first

The Carnegie Foundation for the Advancement of Teaching.

In 1905, Andrew Carnegie found the Carnegie Foundation for the Advancement of Teaching as an independent policy and research center. Chartered by an act of Congress the follow year, the primary activities of research and writing have resulted in a plethora of published reports on every facet of education. Per the Carnegie Foundation website, a complete profile of what they represent through their mission statement follows:

> We are community builders. We bring scholars, practitioners, innovators, designers and developers together to solve the practical problems of schooling. We believe that disciplined inquiry can and must productively integrate with day-to-day local efforts at improvement. We aim to close the research-practice divide in education. We are boundary spanners. We believe that more can be accomplished together than even the best of us can accomplish alone. We act as an integrative force, seeking to create networked improvement communities that can harness and focus the dynamism and energy alive in our field. We aim to realize educational improvement that is deep, widespread and enduring (2012).

The Carnegie Classification of Institutions of Higher Education.

For the past four decades, The Carnegie Classification structure has recognized and described institutional diversity in U.S. higher education programs. Developing a classification of colleges and universities to support its program of research and policy analysis in 1970, The Carnegie Commission on Higher Education still derives findings

from empirical data collected (The Carnegie Foundation for the Advancement of Teaching, 2012). The Carnegie Classification, originally published in 1973, has been updated six times, most recently in 2010, to reflect changes among colleges and universities.

Initially adopted in 2005, the same six parallel classifications of framework are still used today, this allowing for comparison across the years to take place. According to their website, the classifications are as follows: Basic Classification (the traditional Carnegie Classification Framework), Undergraduate and Graduate Instructional Program classifications, Enrollment Profile and Undergraduate Profile classifications, and Size & Setting classification (The Carnegie Foundation for the Advancement of Teaching, 2012). The classifications allow various perspectives for understanding U.S. colleges and universities.

Tier One Status.

Within the academic community, three organizations are national determinants of a Tier One status of a university. They are the Association of American Universities, the Carnegie Foundation for the Advancement of Teaching and the Center for Measuring University Performance (The University of Houston, 2012). Acknowledgment by any one of these three is considered as an indication of Tier One status.

As found on the University of Houston website (2012), the term Tier One refers to universities known for world-class research, academic excellence, an exceptional student body and the highest levels of innovation, creativity and scholarship.

The University of Houston and the Tier One Status Designation.

Since this dissertation is being written for The University of Houston, commonly known as UH, it is here the methodological journey will begin with a brief introduction of the university itself and a discussion about the Tier One designation. The information presented about the university was discovered sprinkled throughout its website, www.uh.edu, and from *The Houston Chronicle* at www.chron.com., the local newspaper and information retrieved from the Carnegie Foundation for the Advancement of Teaching website at www.carnegiefoundation.org. The following is a synopsis of the information learned.

A flagship institution of the University of Houston System, the University of Houston was founded in 1927 and is the third-largest Texas university with approximately 37,000 students. As a members of the Top 50 American Research Universities and the Top 300 Academic Ranking of World Universities, the university offers over 300 degree programs in 12 academic colleges and sits on 667 acres in southeast Houston. The public university boasts more than 260,000 alumni and contributes over $3 billion annually to the Texas economy. Operating over 40 research centers on campus, the institution conducts around $130 million annually in research and it is because of this that the Carnegie Foundation for the Advancement of Teaching began considering it for a Tier One designation.

This designation came in January 2011 declaring the University of Houston as a major teaching and research institution in the nation. The Carnegie Foundation for the Advancement of Teaching designation makes the University of Houston one of only three public Carnegie-designated Tier One research universities in Texas.

Per the Carnegie Classifications website (2012), “all accredited, degree-granting colleges and universities in the United States represented in the National Center for Education Statistics system are eligible for inclusion in the Carnegie Classifications.” Based on information provided by the U.S. Department of Education Office of Postsecondary Education, accreditations statuses are classified, documented and are considered to be all-inclusive.

Subject to data availability, all-inclusive classifications include all eligible institutions determined from national data on institutional characteristics and activities from sources such as the National Center for Education Statistics, the National Science Foundation and the College Board. They are, in essence, time-specific snapshots of institutional attributes and behavior. The current institutional classifications used data gathered from 2008 to 2010 only. The six all-inclusive classifications and one elective classification are outlined in Table 3 below:

Table 3: The Six All-Inclusive and One Elective Carnegie Classifications

Carnegie Classification	***Description of Classification***
Undergraduate Instructional Program Classification	*Is based on three pieces of information: (1) the level of undergraduate degrees awarded; (2) the extent to which bachelor's degrees are in arts and sciences or professional fields; and (3) the extent to which an institution awards graduate degrees in the same fields as undergraduate degrees*
Graduate Instructional Program Classification	*Uses the annual reporting of degree conferrals by degree level and field of study*
Enrollment Profile Classification	*Being identified as two- or four-year based on a combination of IPEDS Completions and Institutional Characteristics data*
Undergraduate Profile Classification	*For two-year colleges, the proportion of students enrolled part-time is based on all undergraduates. For four-year institutions, it is based on degree-seeking undergraduates. And entrance examination scores were used in the classification of four-year institutions*
Size & Setting Classification	*Uses residential character and Full-time equivalent (FTE) enrollment as standards. For two-year colleges, enrollment is based on all undergraduates. For four-year institutions, it is based on degree-seeking students at all levels*
Basic Classification	*Includes the following: Associate's Colleges, Doctorate-granting Universities, Master's Colleges and Universities, Baccalaureate Colleges, Special Focus Institutions and Tribal Colleges*
Community Engagement Classification *	*Entry stages include providing a set of entry or foundational indicators and provision of data and descriptions of engagement activities, with examples*

* *This is an elective classification that relies on voluntary participation by institutions.*

In viewing the classifications of the University of Houston, one finds the following screenshot below taken from the Carnegie Foundation for the Advancement of Teaching classification website profiling the university in Figure 5.

Figure 5: Carnegie Classification Profile for the University of Houston

University of Houston

Houston, Texas

Level	4-year or above
Control	Public
Student Population	37,000
Classification	**Category**
Undergraduate Instructional Program:	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence
Graduate Instructional Program:	CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary)
Enrollment Profile:	HU: High undergraduate
Undergraduate Profile:	MFT4/S/HTI: Medium full-time four-year, selective, higher transfer-in
Size and Setting:	L4/NR: Large four-year, primarily nonresidential
Basic	RU/VH: Research Universities (very high research activity)
This institution participated in the following elective classification	
Community Engagement	Curricular Engagement and Outreach and Partnerships

Notes

- Undergraduate program classification: the percentage of majors is within 5 percentage points of a category border (professions direction).
- Undergraduate profile classification: due to a high proportion of transfer entrants, test score data (if present) may not be representative.

(The Carnegie Foundation for the Advancement of Teaching, 2012)

Discovering Additional Tier One Universities with Similar Classifications.

Seven steps were needed in order to narrow the list of potential Tier One universities to compare to the University of Houston. Beginning with the Basic Classification element of being a "Research Universities (very high research activity)" and coded as RU/VH, 107 universities appeared for the results. Looking to narrow the field further, consideration was given to the Undergraduate Instructional Program classification for the University of Houston which was "Balanced arts & sciences/professions, high graduate coexistence" coded as Bal/HGC. When including this factor, the field of potential study was narrowed to 95 universities. The third step was to add the classification of Enrollment Profile matching the University of Houston's coded as HU for "High undergraduate." This provided 43 universities. The next step

was to consider the Size and Setting classification of the University of Houston, which is "Large four-year, primarily nonresidential" and coded as L4/NR. This continued to narrow the field of potential universities to 22. The fifth step involved using the Undergraduate Profile classification. For the University of Houston, this was "Medium full-time four-year, selective, higher transfer-in" and coded as MFT4/S/HTI. This significantly narrowed the field to only two. However, two universities along with the University of Houston will not provide substantiated results being sought after in this dissertation. Therefore, the Undergraduate Profile classification was eliminated, returning the potential field to 22, and a non-all-inclusive classification of Level was added. In the case of the University of Houston, the Level is designated as "4-year or above." This addition brought the field to 11 universities, a more respectable set than simply two. The seventh and final step included the addition of the Elective Classification of "Curricular Engagement and Outreach and Partnerships" as found to be included in the University of Houston profile. Through this, the field was narrowed to five universities to study in addition to the University of Houston. The universities to have their teacher education programs studied through their undergraduate course syllabus in classroom management are as follows:

- *Arizona State University*
- *Florida State University*
- *Ohio State University – Main Campus*
- *University of Houston*
- *University of South Florida – Tampa*
- *Virginia Commonwealth University*

Brief Overview of the Five Other Universities in the Syllabi Comparison

In this section, a brief introduction to the universities will occur along with the snapshot of each Carnegie Classification profile from each university. The information presented about the universities were discovered throughout their websites and from the Carnegie Foundation for the Advancement of Teaching website at www.carnegiefoundation.org. The following are synopsizes of what was learned and the universities are presented in alphabetical order beginning on the following page.

Arizona State University.

Arizona State University, or ASU, is located in Phoenix, Arizona and boasts an enrollment of 72,254 students making it the largest public university in the United States by per students. Founded in 1885, ASU is organized into 14 divisions and spreads across four campuses: the original Tempe campus, the West campus in northwest Phoenix, the Polytechnic campus in eastern Mesa and the Downtown Phoenix campus. For the purposes of this study, concentration will be given to the Tempe campus only. Interestingly, the Higher Learning Commission considered the four campuses as a single institution of higher learning. More information can be found at www.asu.edu. The Carnegie Classification profile for the university is found below in Figure 6:

Figure 6: Carnegie Classification Profile for Arizona State University

Arizona State University

Tempe, Arizona

Level	4-year or above
Control	Public
Student Population	68,064
Classification	**Category**
Undergraduate Instructional Program:	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence
Graduate Instructional Program:	CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary)
Enrollment Profile:	HU: High undergraduate
Undergraduate Profile:	FT4/S/HTI: Full-time four-year, selective, higher transfer-in
Size and Setting:	L4/NR: Large four-year, primarily nonresidential
Basic	RU/VH: Research Universities (very high research activity)
This institution participated in the following elective classification	
Community Engagement	Curricular Engagement and Outreach and Partnerships

Notes

- Size and setting classification: the percentage of students in residence is within 5 points of the category above.

(The Carnegie Foundation for the Advancement of Teaching, 2012)

Florida State University.

Florida State University, or FSU, is a space-grant and sea-grant public university located in Tallahassee, Florida. Offering more than 300 programs of study, it is comprised of 15 separate colleges and 39 centers, facilities, labs and institutes. The website says FSU, established in 1851, sits on the oldest continuous site of higher education learning in the state of Florida. More information on FSU can be found at www.fsu.edu. The Carnegie Classification profile for the university is found below in Figure 7:

Figure 7: Carnegie Classification Profile for Florida State University

Florida State University

Tallahassee, Florida

Level	4-year or above
Control	Public
Student Population	39,785
Classification	**Category**
Undergraduate Instructional Program:	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence
Graduate Instructional Program:	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary
Enrollment Profile:	HU: High undergraduate
Undergraduate Profile:	FT4/MS/HTI: Full-time four-year, more selective, higher transfer-in
Size and Setting:	L4/NR: Large four-year, primarily nonresidential
Basic	RU/VH: Research Universities (very high research activity)
This institution participated in the following elective classification	
Community Engagement	Curricular Engagement and Outreach and Partnerships

Notes

- Undergraduate profile classification: the transfer-in percentage is within 5 points of the category border.
- Size and setting classification: the percentage of students in residence is within 5 points of the category above.

(The Carnegie Foundation for the Advancement of Teaching, 2012)

Ohio State University.

As a public research university in Columbus, Ohio, Ohio State University (OSU) was founded in 1870 via a land grant by the Morrill Act of 1862. Being the third largest university per enrollment in the United States, OSU is considered as one of America's Public Ivy universities recognized as a top public research universities in the United States. It boasts satellite universities worldwide with campuses in Lima, Peru, as well as in the Ohio cities of Mansfield, Marion, Newark and Wooster. In this study, the Main Campus will be the focus. More information is available at www.osu.edu. The Carnegie Classification profile for the university is found below in Figure 8:

Figure 8: Carnegie Classification Profile for Ohio State University

Ohio State University-Main Campus

Columbus, Ohio

Level	4-year or above
Control	Public
Student Population	55,014
Classification	**Category**
Undergraduate Instructional Program:	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence
Graduate Instructional Program:	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary
Enrollment Profile:	HU: High undergraduate
Undergraduate Profile:	FT4/MS/HTI: Full-time four-year, more selective, higher transfer-in
Size and Setting:	L4/NR: Large four-year, primarily nonresidential
Basic	RU/VH: Research Universities (very high research activity)
This institution participated in the following elective classification	
Community Engagement	Curricular Engagement and Outreach and Partnerships

Notes

- Undergraduate profile classification: the transfer-in percentage is within 5 points of the category border.
- Size and setting classification: the percentage of students in residence is within 5 points of the category above.

(The Carnegie Foundation for the Advancement of Teaching, 2012)

University of South Florida.

Located in Tampa, Florida, the University of South Florida, or USF, was founded in 1956 and is the eighth largest university in the nation. As a member of the State University System of Florida, USF has branches in Sarasota, Lakeland and St. Petersburg. For the purposes of this study, focus will be on the campus in Tampa. As of 2012, USF holds 20 percent of the places in the *U.S. News & World Report* list of the Top 100 Best Graduate Schools in America. Boasting an enrollment of 47,000, USF is the third largest university in Florida. And interestingly, in a 2012 ranking, USF placed ninth among universities worldwide in the number of U.S. patents granted from the Intellectual Property Owners Association. Additional information on USF can be found at www.usf.ecu. The Carnegie Classification profile for the university is found below in Figure 9:

Figure 9: Carnegie Classification Profile for the University of South Florida

University of South Florida-Tampa

Tampa, Florida

Level	4-year or above
Control	Public
Student Population	40,022
Classification	**Category**
Undergraduate Instructional Program:	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence
Graduate Instructional Program:	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary
Enrollment Profile:	HU: High undergraduate
Undergraduate Profile:	MFT4/S/HTI: Medium full-time four-year, selective, higher transfer-in
Size and Setting:	L4/NR: Large four-year, primarily nonresidential
Basic	RU/VH: Research Universities (very high research activity)
This institution participated in the following elective classification	
Community Engagement	Curricular Engagement and Outreach and Partnerships

Notes

- Undergraduate program classification: the percentage of majors is within 5 percentage points of a category border (arts & sciences direction).
- Undergraduate profile classification: due to a high proportion of transfer entrants, test score data (if present) may not be representative.

(The Carnegie Foundation for the Advancement of Teaching, 2012)

Virginia Commonwealth University.

Commonly known as VCU and located in Richmond, Virginia, Virginia Commonwealth University enrolls over 32,000 students located on two campuses. Founded in 1968 during a merger between the Richmond Professional Institute and the Medical College of Virginia, its history stretches back to 1838 and by 2006 was the largest university in Virginia boasting a student population of 30,000. In 2010, The National Institute of Health awarded VCU over $82 million in research funding to turn research practice into practical solutions for health problems. More information can be found at www.vcu.edu. The Carnegie Classification profile for the university is found below in Figure 10:

Figure 10: Carnegie Classification Profile for the Virginia Commonwealth University

Virginia Commonwealth University

Richmond, Virginia

Level	4-year or above
Control	Public
Student Population	32,172
Classification	**Category**
Undergraduate Instructional Program:	Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence
Graduate Instructional Program:	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary
Enrollment Profile:	HU: High undergraduate
Undergraduate Profile:	FT4/S/HTI: Full-time four-year, selective, higher transfer-in
Size and Setting:	L4/NR: Large four-year, primarily nonresidential
Basic	RU/VH: Research Universities (very high research activity)
This institution participated in the following elective classification	
Community Engagement	Curricular Engagement and Outreach and Partnerships

Notes

- Size and setting classification: the percentage of students in residence is within 5 points of the category above.

(The Carnegie Foundation for the Advancement of Teaching, 2012)

The Little Picture

A thorough search of the university websites proved to be valuable in either determining where to find the necessary information to obtain the syllabi or in obtaining the syllabi themselves. Beginning on a board scale, a search was conducted to determine whether each potential university for inclusion had some sort of education program for teacher training. This was accomplished by discovering that all six universities included a specific college that focused on this field. Table 4 shows the names of each specific teacher training college.

Table 4: Listing of Colleges of Education at the Six Universities

University	College of Education
Arizona State University	Mary Lou Fulton Teachers College
Florida State University	College of Education
Ohio State University	Education and Human Ecology
University of Houston	College of Education
University of South Florida	College of Education
Virginia Commonwealth University	School of Education

Next, within these colleges of education a search for undergraduate programs leading to initial certification was conducted. The undergraduate program had to terminate with a bachelor degree in teaching. Levels of focus, such as primary and secondary, as well as specializations, such as specific method, reading and special education, were not included in the scope of this periphery. Once established a teaching

training program leading toward an initial teaching certificate and the higher education degree of a bachelor, the online catalogs were consulted. Considered one of the most important tools during this methodology, the online catalogs provided information for potential courses for study. A thorough search of the six catalogs for specific terms -- *classroom*, *management* and *theory* – provided a listing of potential courses from which to obtain the syllabi. The catalog also provided the most current course numbers and course titles, which assisted in the next search. Table 5 shows these current course numbers and titles.

Table 5: Course and Syllabi Information Requested Per University

University	Course & Section Number	Course Title
Arizona State University	SPE 322	*Behavior Management and Consultation*
Florida State University	EEC 4604	*Techniques of Child Study, Management and Discipline*
	EDG 4410	*Classroom Management, School Safety, Law and Ethics*
Ohio State University	EDU PAES 721	*Classroom Management for Children with Special Needs*
University of Houston	CUIN 4375	*Classroom Management*
University of South Florida	ESE 5344	*Classroom Management for a Diverse School and Society*
	EDE 4301	*Classroom Management, School Safety, Ethics, Law and Elementary Methods*
Virginia Commonwealth University	TEDU 410	*Classroom Management in Elementary Schools*
	SEDP 631	*Classroom Management and Behavior Support for Students with Disabilities*
	TEDU 600/588	*Classroom Management*

Using this information, a search in the universities websites was directed from the main pages. In the university search boxes, the course number and title was input, hoping to find the desired syllabus online. This occurred at two universities: University of South Florida and the University of Houston. These syllabi were downloaded, saved and printed out for further investigation. Additionally, a Google search on the remaining course numbers and titles provided no information. The thought for use was that many instructors have personal websites that can include information such as curriculum vitaes, teaching and office schedule, course descriptions and syllabi. With nothing found there, four syllabi were still left to be found and the search resumed through the universities.

The last university website search included finding the course registration sections for students and then searching for the course numbers discovered during the previous pursuit. This provided highly useful information as (1) it told if the course was offered during the current semester, (2) it listed the name of the current instructor of record, and (3) if not a current course offered, it provided the semester and year for the last time the course was available. Table 6 shows the number of instructors of record listed per university.

Table 6: Instructors of Record for Classroom Management and Like Classroom Management Courses at Tier One Universities

University	Number of Instructors of Record Discovered
Arizona State University	1
Florida State University	5
Ohio State University	1
University of Houston	6
University of South Florida	2
Virginia Commonwealth University	3

The above investigation provided names for the instructors of record for these courses. While two universities – Florida State University and Virginia Commonwealth University – allowed for direct email access to each of the instructors listed, the remaining instructors of record were found through searching the faculty databases at each institution. Once email addresses were obtained, a generic email was drafted requesting assistance with this study through the providing of their course syllabi. The subject line of *Dissertation Help – Syllabus Request – N. Hertel (UH)* was the same for the four emails sent. It was decided to send four emails to a mass group of instructors, rather than 10 separate emails to each, for pure convenience sake. The general email was tailored to the specific university and the specific courses being addressed. A copy of the body in the generic email is below:

Figure 11: Generic Email Sent to Instructors of Record

Hello (INSTRUCTORs OF RECORD),

After a search on the (NAME OF UNIVERSITY) website, I noticed that your name was associated with an undergraduate course similar to Classroom Management and was wondering if you all could help me with something. I am doctoral student at the University of Houston studying Curriculum and Instruction – Teaching and Teacher Education and am in the process of writing the dissertation. The topic is Classroom Management. For the quantitative aspect, I am comparing the Classroom Management syllabi used by six Tier-1 universities - ASU, Florida State University, Ohio State University, University of South Florida, Virginia Commonwealth University and the University of Houston. For the future implications section, I am going to re-write a comprehensive classroom management syllabus incorporating all of the similar components found in these syllabi.

While reviewing the website, I noticed (NAME OF UNIVERSITY) offered an undergraduate course called (COURSE NUMBER AND TITLE) for which you were listed as the instructor. Would there be any way you could send me the syllabus used from the Fall 2011 semester to include in the dissertation? I would be happy to send you all a copy of the dissertation for your information in exchange.

Thanks so much for your help with this. Hope you are having a good Tuesday!

Best regards,
Nichole Hertel

As predicted, some instructors never replied while some others passed on this request.

In understanding the dichotomies of the theorists in the classroom management field, it can be assumed they passed due to a desire to keep and retain their information for themselves. However, to me, this is counterintuitive to the teaching model. What is the point of learning information if it is not going to be shared with others? However, for the most part, a reply did come from all four universities along with an attachment to the

course outline and syllabus pertaining to them. Table 7 provides an idea as to the of the number of original syllabi requested and received while Table 8 gives information as to what actual syllabi were sent, the course number and title for each and in what semester they were last used. It is from this latter table that the 10 syllabi for examination will come.

Table 7: Course and Syllabi Requested for Study Per University

University	Course & Section Number	Course Title	Syllabi Received
Arizona State University	SPE 322	*Behavior Management and Consultation*	
Florida State University	EEC 4604	*Techniques of Child Study, Management and Discipline*	
	EDG 4410	*Classroom Management, School Safety, Law and Ethics*	√
Ohio State University	EDU PAES 721	*Classroom Management for Children with Special Needs*	√
University of Houston	CUIN 4375	*Classroom Management*	√
University of South Florida	ESE 5344	*Classroom Management for a Diverse School and Society*	√
	EDE 4301	*Classroom Management, School Safety, Ethics, Law and Elementary Methods*	√
Virginia Commonwealth University	TEDU 410	*Classroom Management in Elementary Schools*	
	SEDP 631	*Classroom Management and Behavior Support for Students with Disabilities*	
	TEDU 600/588	*Classroom Management*	√

Table 8: Course and Syllabi Received for Study Inclusion

University	Course & Section Number	Course Title	Semester Used
Arizona State University	TEL 311	*Instruction and Management in the Inclusive Classroom*	Spring 2012
Florida State University	EDG 4421*	*Classroom Management, Legal Issues, Professional Ethics and School Safety*	Fall 2007
	EDG 4410*	*Classroom Management, Legal Issues, Professional Ethics and School Safety*	Spring 2007
Ohio State University	EDU PAES 721	*Classroom Management*	Fall 2011
University of Houston	CUIN 4375	*Classroom Management*	Fall 2011 Wilson
			Fall 2011 Clayton
			Spring 2010 Hertel
University of South Florida	ESE 5344	*Classroom Management for a Diverse School and Society*	Fall 2011
	EDE 4301	*Classroom Management, School Safety, Ethics, Law and Elementary Methods*	Fall 2011
Virginia Commonwealth University	TEDU 600/588	*Classroom Management*	Fall 2009

***** *These courses are actually the same. The 4412 is the most current title used, while the 4410 was the title prior to the Fall 2007 semester.*

CHAPTER 4 – RESULTS

"Learn from yesterday, live for today, hope for tomorrow.
The important thing is not to stop questioning."
Albert Einstein

What does a well-designed syllabus look like? Eight little words that are asked annually by hundreds of thousands of educations. Seven little words that are meant to help the student succeed yet often are the causes of heated debates among colleagues, headaches among curriculum designers and produce studies without definitive, all-encompassing results. With empirical research being conducted, a consensus can be reached on several elements that always should be included in a positively functioning syllabus. This chapter will define those elements then explore their usage in 10 syllabi collected in 10 undergraduate classroom management courses at six universities with similar Carnegie Institutional Profiles. It will begin with a brief revisiting of the methodology followed by an in-depth analysis then provide an overall standing of the syllabi design in the study.

REVISITING

It is important to note again how these particular syllabi can to be included in this study. Additionally, the study question will be restated below along with what components of study will be included as a reminder of the overall inquiry of this dissertation. *What does a well-designed syllabus look like?*

How the Six Tier One Universities Were Selected

Seven steps were needed during the first phase in order to narrow the study list from 107 to five Tier One universities compare with the University of Houston. These steps used the Carnegie Classifications for each university as specification criteria. The

six universities to be studied are: (1) Arizona State University; (2) Florida State University; (3) Ohio State University – Main Campus; (4) University of Houston; (5) University of South Florida – Tampa; and (6) Virginia Commonwealth University.

The next phase included a web search for each of the universities confirming they offered an undergraduate teaching degree. The third phase was an exploration within each university system probing for an undergraduate course that included the word *classroom*, *management* or *theory* in their course titles and reviewing the course descriptions of element similar to those included in the description for CUIN 4375 Classroom Management offered at the University of Houston. Once similar courses were discovered, the hunt was one for a course syllabus online, which was found at two universities. Pertaining to the remaining four, the hunt continued in the university web system for instructor names and, once found, they were sent an email requesting assistance through providing their personal course syllabus. The course and syllabi information for inclusion in this study are found below in Table 9 and can be found in their entirety in the Appendices section of this dissertation. Additionally, the corresponding appendix number is provided in the same table.

Table 9: The Study Syllabi

University	Course & Section Number	Course Title	Semester Used	Appendix Letter
Arizona State University	TEL 311	*Instruction and Management in the Inclusive Classroom*	Spring 2012	E
Florida State University	EDG 4421	*Classroom Management, Legal Issues, Professional Ethics and School Safety*	Fall 2007	F
	EDG 4410	*Classroom Management, Legal Issues, Professional Ethics and School Safety*	Spring 2007	G
Ohio State University	EDU PAES 721	*Classroom Management*	Fall 2011	H
University of Houston	CUIN 4375	*Classroom Management*	Fall 2011 Wilson	I
			Fall 2011 Clayton	J
			Spring 2010 Hertel	K
University of South Florida	ESE 5344	*Classroom Management for a Diverse School and Society*	Fall 2011	L
	EDE 4301	*Classroom Management, School Safety, Ethics, Law and Elementary Methods*	Fall 2011	M
Virginia Commonwealth University	TEDU 600	*Organizing for Effective Classroom Management*	Fall 2009	N

The Study Question

The 2005 article *Preparing an Effective Syllabus* written by Jeanne M. Slattery and Janet F. Carlson will serve as the basis for determining how well the study syllabi have been designed. Beginning with a brief introduction, this chapter will subsequently address the nine components for inclusion suggested by Slattery and Carlson as well as

including a tenth component of Personal Observation. It is important to begin with an overview of how each syllabus is structurally designed.

SYLLABI OVERVIEWS

Students like syllabi. It gives them a peripheral snapshot of what the class is about and what will be expected of them. Teachers, on the other hand, have mixed feelings. While a syllabus can provide a lesson plan for class structure and evaluation a measure, designing a well-designed course syllabus is often a lengthy and time-consuming process, mostly undertaken simply because it is required by the administration. "Most, if not all, colleges require faculty to share syllabi with their students. Although doing so is often an administrative requirement, seeing it as only that underestimates the importance of syllabi." (Slattery & Carlson, 2005, p. 159). As a linkage between student learning and instructor teaching, a strong syllabus communicates the overall course design and, according to Slattery and Carlson, it "…clarifies the relationship between goals and assignments" (2005, p. 159).

As a means of simplification, the six universities included in this study –Arizona State University, Florida State University, Ohio State University, University of Houston and University of South Florida – will hereinafter be referred to by their initials, rather than their full university names. For further distinguish the syllabi, the individual course code and number used during the registration process will be used as well creating a short title. For example, the syllabus for the TEL 311 Instruction and Management in the Inclusive Classroom taught at Arizona State University will be referred to as ASU – TEL 311 during data evaluations. Of the 10 syllabi, seven have unique course numbers. For the remaining, three syllabi taught at the University of Houston under the name CUIN

4375 Classroom Management, these would be distinguished by the inclusion of the last name of the instructor along with the above gauges.

The following is a brief overview of the design construction of each syllabus used during the last five years in a teacher education program. Factual information is presented, which can be reviewed in the attached appendices corresponding with the short title. Additionally, based on this preliminary information, the syllabi will be evaluated using the ranking status scale described in Table 10. Afterward, the ranking outcomes will be used to provide a preliminary standing of each syllabus.

Table 10: Personal Observation Scale for Individual Syllabus

Numerical Ranking	Meaning
1	Syllabus is *Confusing*
2	Syllabus is *Mediocre*
3	Syllabus is *Satisfactory*
4	Syllabus is *Good*
5	Syllabus is *Exceptional*

ASU - TEL 311 Instruction and Management in the Inclusive Classroom (Arizona State University)

The first syllabus studied comes from the Mary Lou Fulton Teachers College at Arizona State University and is for the TEL 311 Instruction and Management in the Inclusive Classroom course taught during Spring 2012 attached as Appendix E. It consists of nine pages with the information written in a single spaced Times New Roman 12-point font and uses black and white and color throughout the document. The first page includes information for the Instructor, General Course Information and the Required Materials. A tabled course Calendar is found on page two divided into weeks

and class topics. The third page lists Objectives and Student Outcomes in a table format broken between Objective Two and Objective Three, although there is no explanation for this break. These Objectives and Outcomes culminate on page four and can be found with the five Course Assignments, also in a table format, and Assignment Descriptions. Nora Adler, the course instructor, via email states that in her opinion the best part of the syllabus is the case study work. The maximum amount of points available for the students to earn in this course is 600. The fifth and six pages finds an Assessment Rubric for only one assignment, called Management Plan Signature Assignment. However, this is dated Fall 2010, which contradicts the semester date of Spring 2012 found on the front of the syllabus. Multiple components are found on pages seven, eight and nine, and include the Grading Scale, Course/Instructor Evaluation and the policies for ASU and the Mary Lou Fulton Teacher College. The ranking number for this syllabus per the Ranking Status Scale for Observation of the Individual Syllabus found in Table 10 is a five, meaning this syllabus is exceptional.

FSU – EDG 4421 Classroom Management, Legal Issues, Professional Ethics & School Safety (Florida State University)

The second syllabus studied is from the College of Education at Florida State University and is the EDG 4421 Classroom Management, Legal Issues, Professional Ethics, and School Safety course taught during Fall 2007 and attached as Appendix F. It consists of 10 pages with the information written in a single spaced Times New Roman 12-point font and in Ariel with font sizes 9 and 8. It uses black and white only throughout the document. The first page includes information concerning the Purpose of the course and the beginning of Goals listed per the standards set by the Florida State

University College of Education and Florida Department of Education. The eight goals end on page three, which also includes Prerequisites needed, an Americas with Disabilities Act (ADA) Statement, the Academic Honor Policy and Requirements for the student similar to a social contact. This page also includes various font sizes. Pages four, five and six provide a detailed explanation of 13 class Assignments and the most points available to the student in this course is 1000. At the bottom of page six begins a section concerning Evaluation and continues through pages seven and eight. A Course Outline begins on page eight with nine sections and culminates on page 10. Also found on this page is a Rubrics for Written Work statement, but no actual assessment measure is provided. And, on the same page, are sections for Resources, Instructor Information and Other Resources. There is no textbook required for this course. In a separate document is the Class Schedule, which consists of class dates and topics for 15 classes during the semester. However, since this is not included in the official course syllabus, the class schedule for this course will not be included in this study. This syllabus itself is written in a MLA research paper outline. The ranking number for this syllabus per the Ranking Scale for Observation of the Individual Syllabus found in Table 10 is a two, meaning this syllabus is mediocre.

FSU – EDG 4410 Classroom Management, Legal Issues, Professional Ethics & School Safety (Florida State University)

The third syllabus is from the College of Education at Florida State University and is the EDG 4410 Classroom Management, Legal Issues, Professional Ethics, and School Safety course taught during Spring 2007 and attached as Appendix G. It consists of 10 pages with the information written in a single spaced Times New Roman 12-point

font and in Ariel with font sizes 9 and 8. It uses black and white tones only throughout the document. The first page includes information concerning the Purpose and Goals of the course and a columnar format is used throughout the syllabus. There are eight goals listed in total, which continue onto page three. Page three also includes sections for Prerequisites, Requirements for the student and the assignments evaluated. The student requirements are written as expectations, not as in required materials. As the Assignments, they, as stated, begin on page three and terminate on page six with 14 total assignments given through the semester equaling 1000 total available points. Page 6, in column B toward the bottom, begins the Evaluation section and finalizes on page seven in column B as well. At the bottom of this same column is the Course Outline listing nine class topics and many sub-topics over a sequence of three pages, but there is no weekly class synopsis provided. Page 10 includes the final five sections of Rubrics for Written Work, Textbooks, Bibliography, Instructor information and Other Resources. While there is written guidelines for the rubric given, there is no measure of assessment provided. There are two required texts for this course and, like the previous FSU syllabus, it is written in an MLA research paper outline format. The ranking number for this syllabus per the Ranking Scale for Observation of the Individual Syllabus found in Table 10 is a one, meaning this syllabus is confusing.

OSU – EDU PAES 721 Classroom Management (Ohio State University)

The fourth syllabus is from the College of Education at Ohio State University and is the EDU PAES 721 Classroom Management course taught during Fall 2011 and attached as Appendix H. It consists of 10 pages with the information written in a single spaced Calibri 11-point font and uses black and white tones only throughout the

document. The first page includes Instructor Information, the Rationale/Overview of the Course and the Course Objectives written as "The Students will…" statements. There are 34 of these and continue through page three. Page four begins the Guidelines section that finishes on page six. Included in these pages are guidelines for student expectations, weekly assignments, class format, and a grading scale. The total points available for the student to earn this is course is 52 spread over thee assignments. Two required texts are listed at the bottom of page six and continues onto page seven with six required articles for reading. On this page as well is a tentative Class Schedule with weeks one through five. Weeks six through 10 continue on page eight. This page also includes TK20 Subscription information, which aids the student in creating a portfolio and is university specific. Page nine and 10 include Other Information including evidence for Technology, Reasonable Accommodations, Academic Misconduct and a Statement on Diversity. The ranking number for this syllabus per the Ranking Scale for Observation of the Individual Syllabus found in Table 10 is a four, meaning this syllabus is good.

UH – CUIN 4375 Classroom Management – Wilson (University of Houston)

The fifth syllabus is from the College of Education at University of Houston and is for the CUIN 4375 Classroom Management taught during the Fall 2011 by Tom Wilson. It is attached as Appendix I and consists of eight pages with the information written multiple font types and sizes including Times New Roman, Cambria, Book Antiqua and Verdana. These fonts are single-spaced, size 11-point or smaller and are in various colors. The syllabus uses black and white as well as color tones throughout the document. The first page includes Instructor Information, a Course Description, Course Relationship to the University, Objectives and Materials. There are 10 objectives listed

and one required text and one recommended book of student choice. Page two lists the Attendance Policy, an Academic Dishonesty statement, a paragraph on Incomplete Grades and criteria for assessment. The total student points available for this course are 100. On page three is a description of assignments and assessments along with Data Storage and written work guidelines, but the fonts are in bold and in light grey making this page very difficult to read. Page four gives a breakdown on the assignments, points available and a section for the students to record their grades in a table format. After this, the written aspect includes assignment descriptions. However, again, there are several different types of fonts used including bold, light grey, standard, italics, all caps and regular type, and underlined words. In addition, there are two dotted lines running horizontally at two different sections on this page. Page five continues with the assignment descriptions and includes a text box with the literature review choices and a second text box with the words *Fall 2011* written in it. Page six finishes the assignment descriptions and gives a breakdown of Attendance information and the QUEST policy, specific to the university, which are described on pages seven and eight, which completes the syllabus. The ranking number for this syllabus per the Ranking Scale for Observation of the Individual Syllabus found in Table 10 is a 1.5, meaning this syllabus is confusing, but mediocre.

UH – CUIN 4375 Classroom Management – Clayton (University of Houston)

The sixth syllabus is also from the College of Education at the University of Houston and is the CUIN 4375 Classroom Management course taught during Fall 2011 by Nick Clayton. It is attached as Appendix J and consists of eight pages with the information written in a single spaced Times New Roman 12-point font. It uses black

and white tones as well as vibrant color throughout the document. The first page includes information concerning the instructor, Required Materials, a Course Description and Course Objectives. Similar to the prior syllabus, this course also has one required text and one literature book of the student choice. There are eight objectives listed. Interestingly, searches of the document properties show the author as me, Niki Hertel. Page two includes university policies such as the ADA statement, Academic Dishonestly, Assignment Information and Assessment Values and Guidelines for Written Work. An Assignment Summary with total possible points available for each is listed at the top of page three along with information for Participation, Discussion Leaders and for the Professional Literature Review and book options. The total points available for this course are 100. The 30 literature choices continue on page four along with information on a Classroom Management Plan and an Attendance Policy. However, within these two pages, three different font sizes are used: 8, 11 and 12. Page four shows information at the top half of the page and white space at the bottom. Assessment Criteria is presented and this section is in all caps, bold and underlined, a change from prior sections that were bold and underlined, but not in all caps. The Tentative Course Outline encompasses page six with 16 weeks' worth of topics provided. Pages seven and eight are two rubrics: one for the Professional Literature Review Paper and the other for the Group Presentation on a Text Chapter, called Discussion Leaders on page three. The ranking number for this syllabus per the Ranking Scale for Observation of the Individual Syllabus found in Table 10 is a four, meaning this syllabus is good.

UH – CUIN 4375 Classroom Management – Hertel (University of Houston)

The seventh syllabus is the third one for CUIN 4375 Classroom Management from the College of Education at the University of Houston taught during the Spring 2010 semester by myself, Nichole Hertel, and is attached as Appendix K. It consists of 16 pages with the information written in a single spaced Times New Roman 12-point font and uses both black and white and color tones throughout the document. It also includes three inserts of clip art, two Calvin and Hobbs comic strips and one copy of the cover for the required text. The first page includes Instructor Information and begins the Course Information section, which includes the required text, a description of the course, university relationship, course objectives and an attendance policy and goes through page two. There are 10 objectives listed. The next section, beginning on page three, concerns the policies of the university such as an ADA Statement and Academic Dishonesty. Page four begins the Assessment Criteria section. This includes Assignment Information, Data Storage, written work guidelines for the assignments and continues through page seven. There are a total of 100 points available for the students to earn. Page eight discusses two Extra Credit Opportunities, the only syllabus in the study with this feature. The Tentative Course Outline, beginning on page nine, includes 15 weeks of courses as well as Important Dates for the students to remember, such as the Official Reporting Day, the final exam period and the official closing for the semester. Evaluation measures comprise the remainder of the syllabus with five rubrics given for various assignments. The ranking number for this syllabus per the Ranking Scale for Observation of the Individual Syllabus found in Table 10 is a 4.5, meaning this syllabus is good leaning toward exceptional.

USF – ESE 5344 Classroom Management for a Diverse School and Society (University of South Florida)

The eighth syllabus is from the College of Education at the University of South Florida, is for the ESE 5344 Classroom Management for a Diverse School and Society course, and attached as Appendix L. It consists of eight pages with the information written single-spaced in Times New Roman and Century School fonts sizes 9-point and 11-point respectively. It uses black and white tones only throughout the document, but various words throughout the document are written in a light blue font. The first page includes information concerning the instructors, a Course Description and begins a listing of Course Goals and Objectives. However, the university name as well as the semester used is not listed. There are nine course objectives listed on two pages with numbers one through five in black font and numbers six through nine in light blue font. Page two lists a Course Outlines, Student Outcomes and the Grading Criteria. There are 14 topics listed in the course outline, but these are listed by number, not weeks, so it is impossible to tell how many actual classes are in this course. The five outcomes are written as "The Student will…" statements pertaining to tasks and while both uses present tense verbs one uses the word *design* and the remaining four use *produce.* Additionally, black and red fonts appear throughout this page. There is no explanation provided on this document for the usage of the light blue or red fonts. The Grading Criteria starts at the bottom of page two and terminates on page four. Again, red, light blue and black fonts are used. Also on page four can be found the university policy on religious observances, textbooks (if applicable) and an ADA statement. The remaining pages, five through eight, are an attachment for the graduate level course. Due to these constraints of this

study being focused on undergraduate teacher education programs, these pages will not be included in the study. The ranking number for this syllabus per the Ranking Scale for Observation of the Individual Syllabus found in Table 10 is a 2.5, meaning this syllabus is mediocre, but satisfactory.

USF – EDE 4301 Classroom Management, School Safety, Ethics, Law and Elementary Methods (University of South Florida)

The ninth syllabus included in this study is from the College of Education at the University of South Florida and is the EDE 4301 Classroom Management, School Safety, Ethics, Law and Elementary Methods course taught during Fall 2011. Attached as Appendix M, it consists of 12 pages with the information written in a single spaced Times New Roman 12-point font. It uses black and white and color tones throughout the document and the first page includes information concerning the Required Texts, Course Description and Course Objectives. There are two required texts and six objectives spread over two pages. These are written as "The pre-service teacher will…" statements. Page two and three also offers seven university policies such as Academic Dishonesty, Contingency Plans and Disabilities Accommodations. The four Course Requirements can be found on pages four through seven and include a point breakdown and detailed description for each assignment. A total of 100 points are available. Two assessment rubrics are found on pages eight through 10 and 11 through 12 respectively. The ranking number for this syllabus per the Ranking Scale for Observation of the Individual Syllabus found in Table 10 is a 2.5, meaning this syllabus is satisfactory, but mediocre. It was ranked as this due to instructor information, required texts and the calendar not being included.

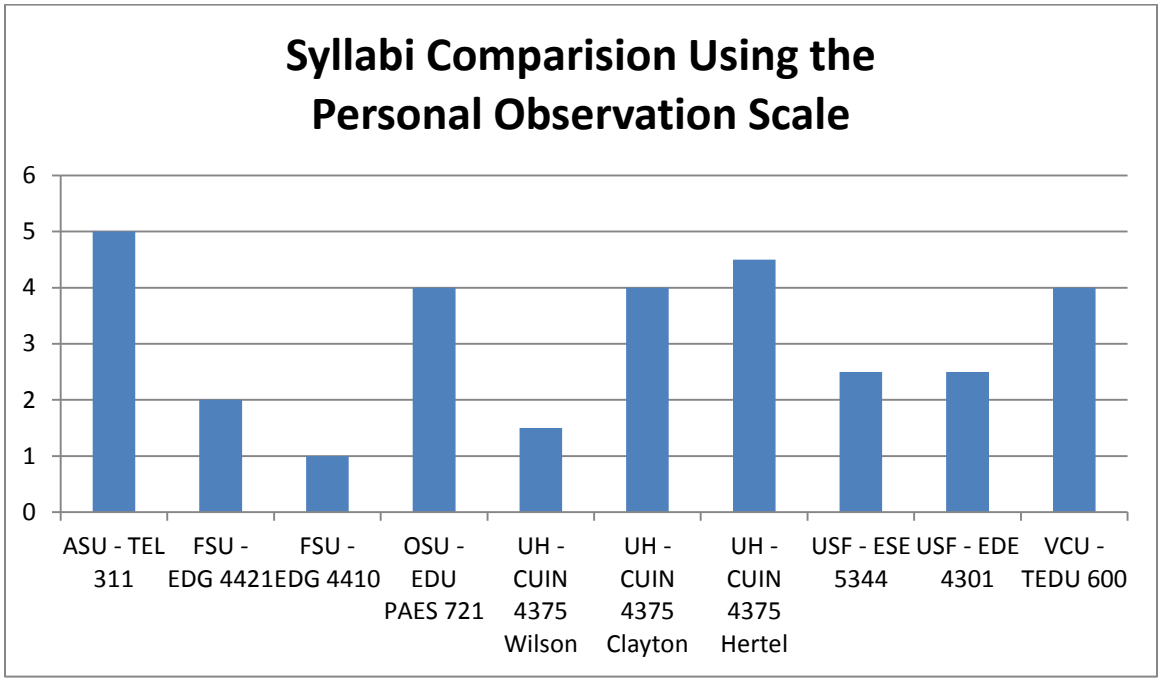
VCU – TEDU 600 Organizing for Effective Classroom Management (Virginia Commonwealth University)

The tenth and final syllabus included in this study comes from Virginia Commonwealth University and is the TEDU 600 Organizing for Effective Classroom Instruction course taught during the Fall 2009 semester. It is attached as Appendix N and consists of five pages with the information written in a single spaced Century School 12-point font. It uses black and white tones only throughout the document. The first page includes instructor information, Objectives and Course Requirements. There are nine objectives listed and in the form of Bloom's Taxonomy verbs. There are two required texts. A description of five assignments is also provided in this section. The topic class schedule begins on page two, ends on page three and consists of 15 weeks. Page four has a grading breakdown of the five assignments totaling 100 points in all as well as a detailed description of the Classroom Management Plan and Presentation assignment. The final page, five, includes assignment descriptions for three additional projects. The ranking number for this syllabus per the Ranking Scale for Observation of the Individual Syllabus found in Table 10 is a four, meaning this syllabus is good.

Conclusion

By using the information above to describe the design of each syllabus, a preliminary ranking can be made using the ranking scale described in Table 10 as to the general quality of the syllabus. As shown in Figure 12, the ASU – TEL 311 has the highest ranking of 5, while the FSU – EDG 4410 scored the lowest with a 1.

Figure 12: Syllabi Comparison Using the Personal Observation Scale



Using this information, Table 11 was created showing the syllabi ranking order of highest to lowest using the Personal Observation Scale from Table 10.

Table 11: Syllabus Score Using the Personal Observation Scale

Ranking Number	Course Syllabi
5	*ASU – TEL 311*
4.5	*UH - CUIN 4375 Hertel*
4	*OSU – EDU PAES 721* *UH - CUIN 4375 Clayton* *VCU - TEDU 600*
2.5	*USF – ESE 5344* *USF – EDE 4301*
2	*FSU – EDG 4421*
1.5	*UH – CUIN 4375 Wilson*
1	*FSU – EDU 4410*

This table shows that while one syllabus had a perfect score (10%) and one scored a 4.5 (10%), most syllabi scored a 4 (30%) on this scale meaning their overall quality was good. Two syllabi scored a 2.5 (20%), while one syllabus each scored a 2 (10%), 1.5 (10%) and 1 (10%).

In viewing these syllabi as an aggregate score for each university, ASU still has the highest score with a 5, as shown in Table 12, followed by OSU and VCU both earning a score of 4, or 80% of the total points available. These scores were calculated by creating base scores for each university. In the case of the three universities with multiple syllabi studied, an average of the scores was used as a baseline. For example, by the adding the base scores of FSU -EDG 4421 and FSU – EDG 4410, or 2 and 1 respectively, together then dividing by two for the number of syllabi used in the measure, a baseline score of 1.5 was established. In taking an average of the percentages below, this would provide a score of 30% for the Personal Observation component of this study, which would equate to an F on most university grading scales.

Table 12: Aggregate University Score Using the Personal Observation Scale

University	Aggregate Score	Percent Earned of Total Points Available (5)	Syllabi Included in Aggregate Score
Arizona State University	5	100%	1
Florida State University	1.5	30%	2
Ohio State University	4	80%	1
University of Houston	3.33	66.67%	3
University of South Florida	2.5	50%	2
Virginia Commonwealth University	4	80%	1

OVERVIEW OF THE NINE COMPONENTS ANALYZED

Like Gross (1993), Slattery and Carlson believe that a strong syllabus is fairly detailed as this can educate students about course and university resources and reduce student anxieties. Further, they believe instructors can avert misunderstandings by proactively providing sufficient details. As shown previously, although syllabi differ widely in style and design, most of them share certain components, such as ways of contacting the professor, course goals and objectives, a means for meeting these goals, methods of evaluation and a schedule of topics. "Strong syllabi also include prerequisites for the course, disclaimers, and a bibliography of required readings" (Slattery & Carlson, 2005, p. 160).

The nine components creating a well-designed syllabus as described by Slattery and Carlson are: (1) *Identifying Information*; (2) *Course Description*; (3) *Course Goals*; (4) *Ways to Meet Course Goals*; (5) *Rationale for Assignments*; (6) *Weekly Schedule*; (7)

Grades; (8) *Motivational Messages*; and (9) *University Support Services*. An ephemeral definition of each follows.

Component 1: Identifying Information

Most schools require instructors to be available during non-class hours. Slattery and Carlson write that as a result most syllabi, at a minimum, should include office hours and the location of the faculty office (Slattery & Carlson, 2005). However, with the technology characteristic of instant access to email 24-hours a day and with the infusions of adjunct instructors many do not have permanent campus offices. Therefore, email addresses are becoming standard fare. This component will be analyzed on using the sub-components o*f (1) email address; (2) phone numbers; (3) office information; and (4) where t*his information appears in the syllabi.

Component 2: Course Description

Slattery and Carlson (Slattery & Carlson, 2005) write: "This section sometimes reiterates the catalog description, but more often provides a thumbnail sketch of how a particular faculty member idiosyncratically approaches a course" (p. 161). Additionally, it sometimes includes a justification for the course, such as "meets the university's writing requirement." In analyzing this feature, synonyms such as *purpose*, *rationale* and *overview* were also included in the outcomes. This component will be analyzed on *what term was used* and *where it appears in the syllabi*.

Component 3: Course Goals

This section of the syllabus clearly describes goals for students and, in doing so, helps faculty identify their own goals for teaching. Slattery and Carlson state they believe the strongest course goals use action verbs instead of passive verbs. "Action

verbs are especially important when a course has assignments other than multiple choice examinations" (Slattery & Carlson, 2005, p. 161). Course Goals are established by the teacher and owned by the student. This component will be analyzed on *what term is used, where these appear in the syllabi* and *how many are listed*.

Component 4: Ways to Meet Course Goals

This section of the syllabus includes faculty expectations, readings and assignments. Instructors can use course objectives to drive the curriculum design of assignments helping students meet the established class goals. While the syllabus is not the only communication mode used by instructors and students, it is "probably the handout most easily retrieved by students" (Slattery & Carlson, 2005, p. 161). This component will be analyzed on *Faculty Expectations*, *Readings* listed (whether required or recommended) and the number of course *Assignments*.

Component 5: Rationale for Assignments

In order to evoke emotions in others, we must first show them ourselves. Through teaching, instructors can show passion for their subject matter leading to the same passion being felt and then shown by the students. A rationale should be included explaining why specific assignments were included in the course and why they are important in the life of the student. Without this, Slattery and Carlson warn that the "relative scarcity of rationales suggests that many faculty do not consider their motivation for particular assignments" will lead to confusion on the importance of the assignment (Slattery & Carlson, 2005, p. 162). A clear rationale for assignments is also an opportunity to make the implied explicit. This component will be analyzed on *if the information is included* and, if so, *for what assignments.*

Component 6: Weekly Schedule

This is considered by students to be *the* most important aspect of the syllabus and, from personal experience, the section students turn to first. They use this not only as a guide to prepare for exams, but also as a calendar to plan their personal lives. Slattery and Carlson write: "Omitting this information on one's syllabus may have serious implications for students' abilities to plan and learn during the semester," (2005, p. 162) yet they report that many schedules routinely omit project due dates and exam dates. This component will be analyzed on *how this information is presented*, *what it includes* and *where it appears in the syllabi*.

Component 7: Grades

Most syllabi will include how assignments are weighted in view of the overall final grade received. Few, however, described the grading criteria or the rubrics used to arrive at those grades. Slattery and Carlson (2005) believe that the more idiosyncratic the grading strategy of the instructor or the more unusual the assignment is, the more important it is to include the grading rubric. Most students have had enough experience to know that faculty differ in their relative emphasis on each of these criteria and that a paper receiving a very positive grade in one course could receive a significantly lower grade in a different course. Tata (1999) suggests that providing and adhering to a grading rubric can prevent students from perceiving grades as unfair. This component will be analyzed using the previous assignments provision and includes *Weight*, *Description* and *Rubrics* as provided.

Component 8: Motivational Messages

While most syllabi list expectations of students, only a small amount provides details as to what students could expect of instructors. In addition, while many state attendance expectations and integrity beliefs, few propose consequences for violating these expectations. Furthermore, these motivational messages can take on either a positive or a negative tone. "In general, although we want to set lofty, yet achievable goals for our students, we should indicate that we expect that most students will meet these goals" (Slattery & Carlson, 2005, p. 162). Clearly outlining expected and prohibited behaviors significantly decreases the frequency with which students engage in misbehaviors, such as arriving late or texting on a cell phone. This component will be analyzed on the following sub-components: (1) *what students can expect from their instructors*; (2) *is an attendance policy stipulated;* (3) *are due dates listed for the assignments*; (4) *is there a statement on academic honesty*; and (5) *what consequences are provided for violating any of the above*. Additionally, the *tone of the syllabus*, based on word choice, will be studied.

Component 9: University Support Services

In general, most university students are not aware that services exist outside of the classroom aimed to support their academic careers, health and social lives. Therefore, these services, which could make the difference between success and failure, are rarely used by everyone to whom they are available. Additionally, support service can come in the way of the instructor, both verbally and through the syllabus. Slattery and Carlson write: "Students who read syllabi where faculty offered help were more likely to say that they would be willing to use it" (2005, p. 162). This component will be analyzed on the

following support systems: (1) *Instructor*; (2) *Professional*; (3) *Departmental*; and (4) *University Services*.

THE RESULTS

A good syllabus is an efficient organizational tool for both instructors and students allowing all stakeholders to identify where they will go in the learning process and what they need to do in order to get there. "Whether or not we mean for it to serve this purpose, a syllabus often serves as a contact between faculty and students" (Slattery & Carlson, 2005, p. 160).

Using the nine components for creating a well-designed syllabus described above, a thorough analysis of the 10 syllabi was conducted. At the end of each component result will be a ranking of which syllabi met most of the sub-components listed within the general component. In addition, an aggregate university score will also be provided. Both will be addressed in the end of this section and a review of this information will occur in the Discussion section of this chapter.

Results for Component #1: Identifying Information

When designing an invitation for a party, one of the most important items to include is the name of the person giving the party, or *who*. If we think of the syllabus as a party invitation, then the invitees are the students while the party planner is the instructor. Identifying Information is information provided on the syllabus listing whom the instructor is and how to contact them. In this current age of technology, it is not necessary for instructors to have official office hours with the caveat being they must still respond to student questions. This is such an important facet of teacher education that several colleges of education include this feature on instructor evaluations completed by

the students and reading something along the lines of "Instructor responded to all my questions in a prompt and timely manner." Nonetheless, this section will discuss what sub-components, i.e. *email address, phone numbers, office information* and *where,* are included on each of the 10 study syllabi and Table 13 shows the results. Due to the amount of information presented in this table, the font size was reduced to 10 Times New Roman.

Table 13: Inclusion of Identifying Information Sub-Components in the Syllabi

Syllabi	Instructor Name	Office Hrs.	Office Location	Email	Work Phone	Cell	Home Phone	Home Address	Pg #
ASU – TEL 311	√			√		√			1
FSU – EDG 4421	√			√		√	√	√	10
FSU - EDG 4410	√			√	√		√		10
OSU – EDU PAES 721	√	√	√	√					1
UH - CUIN 4375 Wilson	√			√					1
UH - CUIN 4375 Clayton	√			√					1
UH – CUIN 4375 Hertel	√			√					1
USF – ESE 5344	√								1
USF – EDE 4301									n/a
VCU – TEDU 600	√	√		√	√				1

For the component of Identifying Information being including on the 10 course syllabi used in this study, a surprising 9 out of 10 syllabi (90%) include the name of the instructor. This is surprising considering the first thing taught in elementary school is to put your name on your work. I would have expected the instructor's name to be included on all of the syllabi. As for the sub-components of Office Hours and Office Location,

only 2 out of 10 (20%) and 1 out of 10 (10%) listed these respectively. This was not surprising, as the issue of having instant access has already been addressed. From my personal experience, I do not believe these two sub-components are a necessary requirement in the 21st Century as students seem to prefer electronic communication over verbal communication, which explains why 8 out of 10 syllabi (80%) included an email address. Instructors, it seems, also prefer this method of communication as well. Questions can be answered while grocery shopping or while writing lesson plans. However, a few words of caution when communicating with students via email. First, the instructor should set clear boundaries for when questions will be answered. For example, "I will answer email the same day it's sent between the hours of 9 a.m. and 8 p.m. If something is sent after these times, it will be answered the follow day." Another caution would be to clearly state what is meant in a firm, fair and positive manner remembering that the instructor is acting on behalf of the university and, if it should come to it, the email communication is admissible in grievance hearings. The email chain is proof for the instructor what was said and why.

The next three sub-components - Office Phone, Cell Phone and Home Phone – each were included on 2 out of 10 syllabi (20%), while only one syllabus listed the home address of the instructor. Again, a word of caution, while it is relatively easy to find the home address of someone with just a few clicks of the mouse these days, this information is considered private property and should be treated as such. With the mental rationale of skewed individuals in society nowadays and with several states allowing for the concealment of handguns, it is with strong caution that instructors are urged not to include this information on their course syllabi, which is a public document.

Placement of the Identifying Information in the syllabi is an important sub-component to review since this information is often considered to be the most important to the student on the first day of class. Seven out of 10 (70%) of the syllabi placed this information on the first page of the document while 2 out of 10 (20%) placed it on page two. One syllabus studied did not include any of the sub-components studied. Figure 13 shows a comparison of the syllabi using the sub-components for the Identifying Information component. As is shown, the FSU – EDG 4421 syllabus incorporated the most sub-components with 5 out of 8 (62.5%) being included followed by the FSU – EDG 4410, OSU – EDU PAES 721 and VCU – TEDU 600 syllabi each including 4 of the 8 components (50%).

Figure 13: Comparison of Identifying Information Sub-Components Found in Syllabi

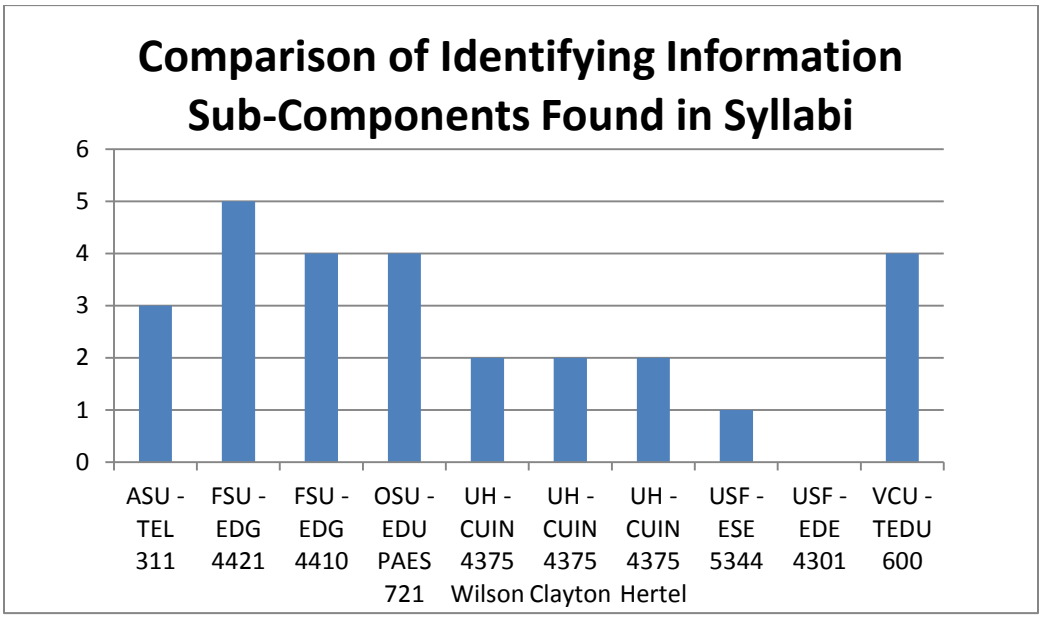


Table 14 below shows the how the syllabi rate against each other in the number of sub-components for Identifying Information each includes. It shows that none of the

syllabi studied included all 8 of the necessary sub-components needed for inclusion in the Identifying Information component of what makes a syllabus well-designed. If inclusion of all 8 components would equate to 100%, then the highest percentage received, from the FSU – EDC 4421 syllabus, would be a 62.5% with 5 sub-components included, or a D/F on most universities grading scales. In short, all 10 of the study syllabi failed in including the Identifying Information component for having a well-designed course syllabus.

Table 14: Identifying Information Sub-components Found in Each Syllabus

Sub-Components	Course Syllabi
8	*None*
7	*None*
6	*None*
5	*FSU – EDG 4421*
4	*FSU – EDG 4410* *OSU – EDU PAES 721* *VCU – TEDU 600*
3	*ASU – TEL 311*
2	*UH – CUIN 4375 Wilson* *UH – CUIN 4375 Clayton* *UH – CUIN 4375 Hertel*
1	*USF – EDE 5344*
0	*USF – EDE 4301*

In viewing these syllabi as an aggregate score for each university, Table 15 below shows FSU had the highest score with a 4.5, followed by OSU and VCU, which tied with a score of 4 each. However, even with FSU earning the highest score, the percent of the total points available was only 56.25%; still an F on most university grading scales.

Table 15: Aggregate University Score for the Identifying Information Sub-Components

University	Aggregate Score	Percent Earned of Total Points Available	Syllabi Included in Aggregate Score
Arizona State University	3	37.5%	1
Florida State University	4.5	56.25%	2
Ohio State University	4	50%	1
University of Houston	2	25%	3
University of South Florida	0.5	6.25%	2
Virginia Commonwealth University	4	50%	1

Results for Component #2: Course Description

In sticking with the party invitation motif, another important feature would be what type of party is being thrown in the first place. Sometimes it can be a simple get-together; such as "dinner and a movie," while others can be a joyous celebration, such as "to celebrate 45 years of wedded bliss." In terms of the syllabus being the party invitation, the answer to the *what type of party is it?* question can be found in the Course Description. While sometimes reiterating the university catalog description, it can also provide a thumbnail sketch of what curriculum topics will be addressed over the length of the courser. In analyzing the Course Description component, synonyms for these two terms were also taken included in the study data. These incorporated the terms *purpose*, *rationale* and *overview*. This component was analyzed on *what term was used* and *where it appears in the syllabi* and Table 16 shows the results. Due to the amount of

information presented in the following table, the font size was reduced to 10 Times New Roman.

Table 16: Inclusion of Course Description Sub-Components in the Syllabi

Syllabi	Catalog Description	Purpose of this Class	Rationale/Overview of the Course	Course Description	No Title	Page #
ASU – TEL 311	√					1
FSU – EDG 4421		√				1
FSU - EDG 4410		√				1
OSU – EDU PAES 721			√			1
UH - CUIN 4375 Wilson				√		1
UH - CUIN 4375 Clayton				√		1
UH – CUIN 4375 Hertel				√		1
USF – ESE 5344				√		1
USF – EDE 4301				√		1
VCU – TEDU 600					√	1

For the component of Course Description being including on the 10 course syllabi used in this study, all 10 (100%) syllabi had this information readily available on the first page. This is a pleasant surprise considering one syllabus does not even include the name of the course. When comparing the importance of the name of the course to what the

course is about, one would figure the name would win that debate. Yet even with all 10 syllabi including this component, there was not an agreement on what terms, if any, should be used when providing this information to students. A consensus of syllabi, 5 out of 10 (50%), used the term "Course Description." The term "Purpose" was used twice (20%), while "Catalog Description" and "Rationale/Overview of the Course" were each used once (10%). Interestingly, a course description was provided on the VCU – TEDU 600 syllabus without any heading whatsoever; it was simply the first paragraph under the Identifying Information. This placement was aesthetically softer than the other placements that were broken with a heading, usually bolded and underlined. An example of the term breakdown can be seen in Figure 14 below.

Figure 14: Comparison of Various Course Description Terms Found in Syllabi

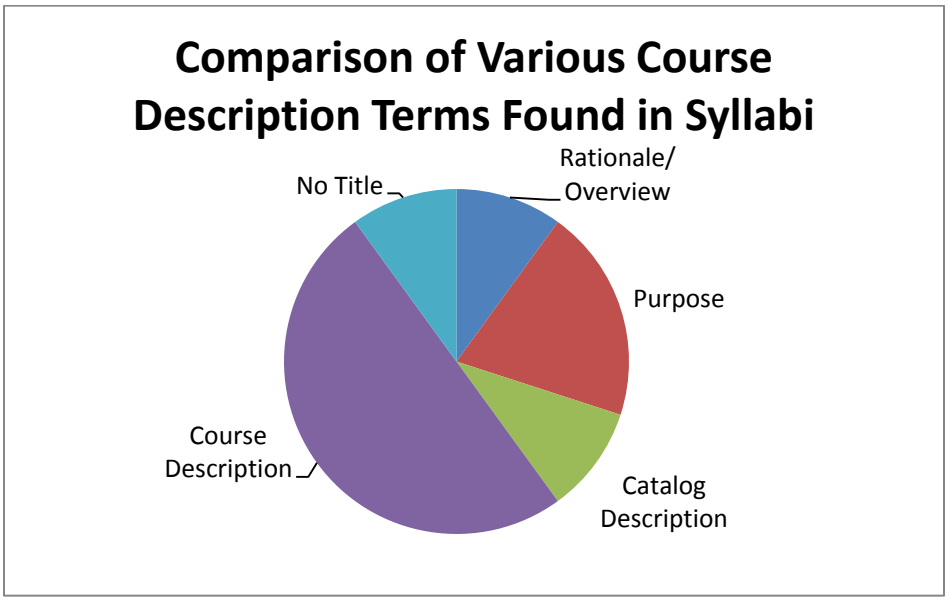


Table 17 below shows the number of syllabi that used each term as it relates to the general term of Course Description. This table also shows that all of the syllabi studied

included this component. In short, all 10 of the study syllabi passed in including the component of Course Description

Table 17: Course Description Sub-Component Synonym Terms Included in Syllabi

Synonym Term	**Course Syllabi**
Catalog Description	*ASU – TEL 311*
Purpose	*FSU – EDG 4421* *FSU – EDG 4410*
Rationale/Overview	*OSU – EDU PAES 721*
Course Description	*UH – CUIN 4375 Wilson* *UH – CUIN 4375 Clayton* *UH – CUIN 4375 Hertel* *USF – EDE 5344* *USF – EDE 4301*
No Title	*VCU – TEDU 600*

In viewing these syllabi as an aggregate score for each university, Table 18 below shows that every syllabus studied included this component. This component was either a Pass/Fail and weighted as either a 1 or a 0. Since every syllabus included this, every syllabus received a 1 as an aggregate score.

Table 18: Aggregate University Score for Including a Course Description

University	Aggregate Score	Percent Earned of Total Points Available (1)	Syllabi Included in Aggregate Score
Arizona State University	1	100%	1
Florida State University	1	100%	2
Ohio State University	1	100%	1
University of Houston	1	100%	3
University of South Florida	1	100%	2
Virginia Commonwealth University	1	100%	1

Results for Component #3: Course Goals

Another important feature of the party invitation is the *why* the party is being thrown. For example, a party might be thrown to celebrate a birthday, a graduation, or the reaching of a business goal. In relating this concept to the syllabus, the *why* can be the Course Goals, also terms Objectives. These help the students gauge what knowledge they should possess at the end of the course as well as assist the instructor in identifying their personal goals for teaching. While established by the instructor prior to the course beginning, these goals are actually owed by the students through their preparation, synthesis and evaluation of the knowledge they gain. Both the terms *goals* and *objectives will* be included in this component study, and it will be analyzed on *what term is used, where these appear in the syllabi* and *how many are listed*. Additionally, the goals will be accessed for either including active or passive verbs. As a quick review, in an active

sentence, the thing performing the action is the subject of the sentence and the thing receiving the action is the object. In a passive sentence, the thing receiving the action is the subject, while the thing doing the action is included at the end of the sentence. Look at the two sentences below as an example of this:

Active Sentence *Once a week, the students take a vocabulary quiz.*

Passive Sentence *Once a week, a vocabulary quiz is given to the students.*

A quick rule of thumb is that is the sentence includes a *to be* verb along with a past participle tensed verb, then the sentence is passive. Obviously, active sentences are stronger that passive ones. Therefore, active goals are strong as well. This field will be judged by reviewing all of the goals listed and determining of the majority are active or passive in nature. The results of this field as well as those listed above are found in Table 19. Due to the amount of information presented in this table, the font size was reduced to 10 Times New Roman.

Table 19: Inclusion of the Course Goals/Objectives Component in the Course Syllabi

Syllabi	*Goals* Used	*Objectives* Used	Both Used	# Of Goals Mentioned	Page(s) Listed On	Active or Passive
ASU – TEL 311		√		6	Pgs. 3-4	*passive*
FSU – EDG 4421	√			9	Pgs. 1-3	*passive*
FSU - EDG 4410	√			9	Pgs. 1-3	*passive*
OSU – EDU PAES 721		√		34	Pgs. 1-3	*passive*
UH - CUIN 4375 Wilson		√		10	Pg. 1	*passive*
UH - CUIN 4375 Clayton		√		8	Pg. 1	*passive*
UH – CUIN 4375 Hertel		√		10	Pg. 2	*passive*
USF – ESE 5344			√	9	Pgs. 1-2	*passive*
USF – EDE 4301		√		6	Pgs. 1-2	*passive*
VCU – TEDU 600		√		9	Pg. 1	*passive*

For the component of Course Goals/Objective on 10 course syllabi used in this study, 2 out of 10 (20%) syllabi included the term *Goals* in their curriculum, while 7 (70%) used the term *Objectives*. Only one syllabus, USF-ESE 5344, used both terms. In another grammar review, the definition of the term *goal* is something that is broad, complex and shows an indication of intention. An *objective* is something measureable, defined and has simple steps. In short, objectives contribute to a specific goal. Therefore, these terms simply based on their definitions, are not interchangeable. As a

future study, it would be interesting to determine how many syllabi have used these terms correctly.

In all, there were 110 goals listed averaging to 11 goals listed per syllabus. The highest number of goals listed was 34 in OSU – EDU PAES 721, while the smallest listed was six. These six were found on 2 of the 10 syllabi -- ASU – TEL 311 and USF – EDE 4301. The remaining goals numbered 10 or less on each syllabus. Another word of caution: it is important to find a balance between what outcome the instructor wants and what the students are capable of achieving. In a normal semester of 16 weeks, allowing students adequate time to achieve each goal is important in creating student success, but also in assisting in student cognitive learning. Listing 34 goals for students to achieve in 16 weeks averages to a little more than achieving two goals a week…and when classes meet once a week achieving this can be difficult. In short, a student would have to achieve a goal every hour and a half in order to meet the entire course goals listed. The number of goals listed on a syllabus need to be reasonable.

The placement of the goals within the syllabus seems to be important to instructors. Eight (80%) of the 10 syllabi begin their goals on the first page, while the remaining two syllabi had their goals begin on page two and page three respectively. And, while it was surprising that all of the goals in every syllabus were written in a passive voice, after further though this is not surprising after all. Most goals are written as *The student will* statements. Other phrases found being used in the syllabi included *The pre-service teacher will* and *The learner will… .* And one syllabus, VCU – TEDU 600, included the statement *…you should be able to…* for their goal list. Since the term *will* is a *to be* verb, it makes sense that all written goals would be passive in nature. Since

active verbs are stronger, it would be interesting to redesign the teacher education program lesson plan aspect of writing goals and objectives making a clear distinction between both as well as including active verbs. By doing both of these, the lesson plan will become stronger leading to a stronger teacher.

Table 20 below shows the how the syllabi rate against each other in the number of Goals/Objectives each includes. In the overall results presented at the end of this chapter, the value will be based on a high score of 10 for this section. This means that if the syllabus included goals, no matter how many, they will receive a score of 10. However, for the aggregate rating also presented at the end, since in this case more is not better, the highest and lowest number of goals should be eliminated in order to better balance the field of syllabi for inclusion in an aggregate score. However, since OSU has one syllabi eliminating it would erase this aggregate score completely thus making this category irrelevant in the final tally. Therefore, no aggregate scores will be provided for this component

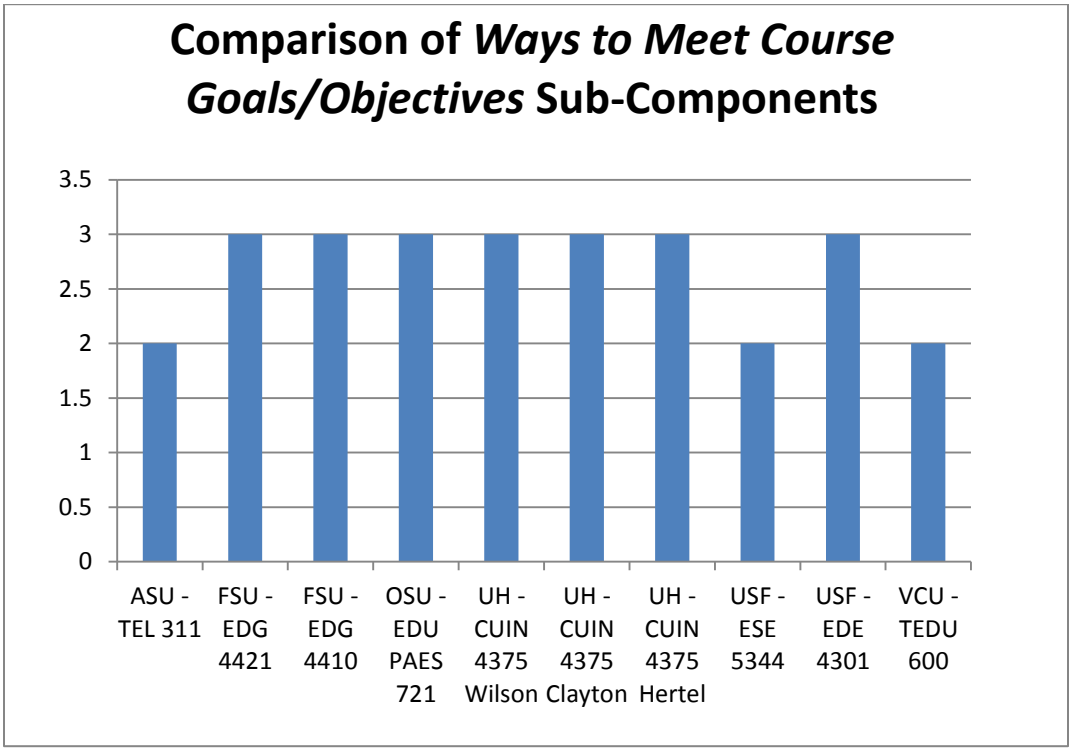
Table 20: Number of Goals/Objectives Listed in Each Syllabus

Number of Goals/Objectives Listed	**Course Syllabi**
34	*OSU – EDU PAES 721*
10	*UH – CUIN 4375 Wilson* *UH – CUIN 4375 Hertel*
9	*FSU – EDG 4421* *FSU – EDG 4410* *USF – EDE 5344* *VCU – TEDU 600*
8	*UH – CUIN 4375 Clayton*
6	*ASU – TEL 311* *USF – EDE 4301*

Results for Component #4: Ways to Meet Course Goals

So, what do you need to bring to the party? A birthday or anniversary present? Some type of food dish? This is known as the *what* element. In terms of the syllabus, the *what* element would be the different ways in which the students can meet the goals set by the instructor. Remember, if the Course Goals are established by the teacher and owned by the student, then the students need to be provided various ways to achieve these goals successfully. This section of the analysis will focus on three areas deemed necessary by Slattery and Carlson (2005) for syllabi inclusion that will assist students in reaching the instructor set goal. The areas under study will be: (1) *Faculty Expectations*; (2) *Readings*; and (3) *Assignments*. Faculty Expectation will focus on if they are included and, if so, then how many are listed. Additionally, the term *guidelines* will be accept in this sub-component as these often provide an outline for how students should prepare in order to accomplish the class goals. In the Readings sub-component, emphasis will be placed on whether course reading material is listed and, if so, then the number and types of material required. Finally, the total number of assignments listed will be incorporated in the last sub-component. Figure 15 shows a comparison of the syllabi in including the three sub-components.

Figure 15: Comparison of Ways to Meet Course Goals/Objectives Sub-Components Found in Syllabi



For the component of Ways to Meet Course Goals/Objectives being including on the 10 course syllabi used in this study, almost all of the syllabi included these in some form. Using the three sub-components along with the 10 syllabi gives 30 checkpoints for evaluation. Of these 30, it was discovered that 27 (90%) checkpoints were found – a surprising statistic. And of these, both Reading and Assignments sub-components were included on all of the study syllabi. Where the lag occurred was for Faculty Expectations with three syllabi leaving these off altogether. Table __ shows a comparison of the syllabi using the sub-components for the Ways to Meet Course Goals/Expectations component. As shown, the ASU – TEL 311, USF – ESE 5344 and VCU – TEDU 600

syllabi were the only ones that chose not to include all three sub-components each leaving out Faculty Expectations.

Of the 19 Faculty Expectations listed, the USF – EDE 4301 syllabus included the highest number of 6 (31.58%) followed by FSU – EDG 4421 and FSU - EDG 4410 with 5 (26.32%) and 4 (21.05%) expectations respectively. Moreover, 40% of the syllabi included only 1 (5.26%) expectation.

All of the study syllabi included a section on Readings for the course. These included required and recommended texts, and articles. In all, 26 readings were given between the 10 courses averaging 2.6 readings per course. The FSU – EDG 4421 syllabi offered the most readings at 8 (30.77%), while ASU – TEL 311 offered the lowest readings at 1 (3.85%). Three readings (11.54%) were found in the USF – ESE 5344 syllabi. The remaining seven syllabi (70%) offered 2 (7.69%) readings each.

The Assignments Sub-component offered the most data at 65 assignments required by the 10 courses, or 6.5 assignments per course. The course requiring the most assignments at 14 (21.54%) was FSU - EDG 4410 followed closely by FSU – EDG 4421 that mandated 13 (20%) assignments. The least amount of assignments required was found in the OSU – EDU PAES syllabus with a mere 2 (3.08%). Three syllabi were found to include 6 (9.23%) assignments, while the remaining assignments included were 5 (7.69%) or 4 (6.15%) split evenly between the remaining four syllabi. Table 21 displays these results.

Table 21: Inclusion of Ways to Meet Course Goals/Objectives Sub-Component in Syllabi

Syllabi	Faculty Expectations	Reading Listed	Assignments Provided
ASU – TEL 311	0	1	6
FSU – EDG 4421	5	8	13
FSU - EDG 4410	4	2	14
OSU – EDU PAES 721	1	2	2
UH - CUIN 4375 Wilson	1	2	5
UH - CUIN 4375 Clayton	1	2	4
UH – CUIN 4375 Hertel	1	2	6
USF – ESE 5344	0	3	6
USF – EDE 4301	6	2	4
VCU – TEDU 600	0	2	5

Table 22 below shows the how the syllabi rate against each other in the number of sub-components for Ways to Meet Course Goals/Objectives each includes. It shows that all of the syllabi studied included the necessary sub-components of Readings and Assignments while a majority included Faculty Expectations. If inclusion of all three sub-components would equate to 100%, then including two would equal 66.67%. Averaging the 10 syllabi (seven of which included all three sub-components, while 3 syllabi included two sub-components) would give a score of 90%, which equates to an A/B on most university grading scales. This component saw a successful inclusion in the syllabi studied.

Table 22: Number of Ways to Meet Course Goals/Objectives Sub-Components Listed Per Syllabus

Sub-Components	**Course Syllabi**
3	*FSU – EDG 4421* *FSU – EDG 4410* *OSU – EDU PAES 721* *UH – CUIN 4375 Wilson* *UH – CUIN 4375 Clayton* *UH – CUIN 4375 Hertel* *USF – EDE 4301*
2	*ASU – TEL 311* *USF – EDE 5344* *VCU – TEDU 600*
1	*None*
0	*None*

In viewing these syllabi as an aggregate score for each university with a possible point total of three for the sub-components, Table 23 below shows had the highest score with a 4.5, followed by OSU and VCU, which tied with a score of 4 each. However, even with FSU earning the highest score, the percent of the total points available was only 56.25%; still an F on most university grading scales.

Table 23: Aggregate University Score for the Ways to Meet Course Goals/Objectives Component

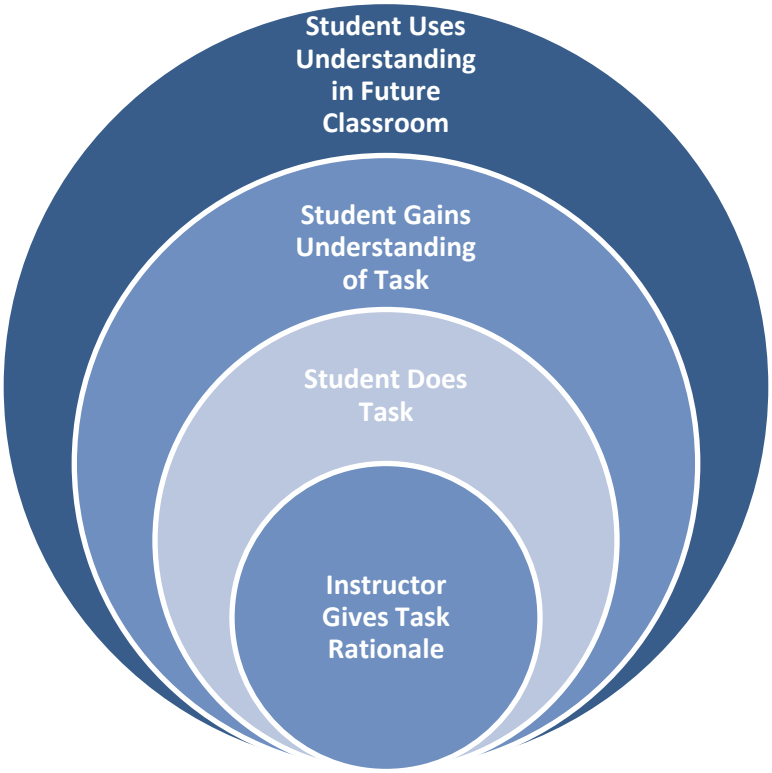
University	Aggregate Score	Percent Earned of Total Points Available	Syllabi Included in Aggregate Score
Arizona State University	2	66.67%	1
Florida State University	3	100%	2
Ohio State University	3	100%	1
University of Houston	3	100%	3
University of South Florida	2.5	83.33%	2
Virginia Commonwealth University	2	66.67%	1

Results for Component #5: Rationale for Assignments

Planning a successful party takes a lot of work and organization. The same is true for successful teaching. The next step in party planning is to find a place to hold the party. This is achieved through choosing a location based on *why* is works with the theme of the party. In the case of this study, the goals are achieved through the assignments, which are chosen by the instructor based on *why* they work with the curriculum of the course. The *why* aspect is known as the rationale. Often rationales are personal in nature and can bring about strong emotions, but the bottom line is that these are simply opinions formed from our internal morals, values and philosophical stance. Maybe this explains why the Behaviorist Camp and Theorist Camps in the Classroom Management Theory field passionately disagree on how to best control student behavior.

Nevertheless, rationales provide a reason for including a specific assignment or task on the syllabus by explaining the connection between the student, the assignment and their future classroom. An example of this can be seen in Figure 16 below.

Figure 16: Rationale Connection to the Student's Future Classroom



By not including the rationale for assignments and tasks, students have an understanding the assignment is completed for a grade and nothing more. Through including this, however, students gain a deeper understanding of the assignment therefore putting more of themselves into its construction and design. When giving of themselves, an emotional connect is made between the student and the assignment, thus allowing it to remain with them long after they have left the course. It is the difference between doing something because you have to compare to doing something because you want to. As

teachers, if we can create the *want to* feeling in our students, then we have given them a tool for life-long learning. And this begins with a clear rationale in the syllabus. The component of Rationale for Assignment will be analyzed on *if the information is included* and, if so, *for what assignment(s)*. Additionally, several phrases were included as a part of the Rationale component. These include: *The act of this assignment encourages you…*, *This will help you in the future by…* , *This is a work-in-progress continuing into your professional career…*, and *The purpose of this assignment is …* . Results of this study are reported below in Table 24 below.

Table 24: Inclusion of Rationale Component in Each Syllabus

Syllabi	**Rationale Included**	**Number of Assignments Rationalized**
ASU – TEL 311		
FSU – EDG 4421	√	1
FSU - EDG 4410	√	2
OSU – EDU PAES 721		
UH - CUIN 4375 Wilson	√	1
UH - CUIN 4375 Clayton	√	3
UH – CUIN 4375 Hertel	√	3
USF – ESE 5344		
USF – EDE 4301	√	3
VCU – TEDU 600	√	1

Seven (70%) out of 10 syllabi included a rationale for assignment(s) somewhere within their course syllabi and 14 total rationales were given averaging 2 rationales for each syllabi. Three syllabi (30%) each included 3 (21.43%) rationales – the Clayton and Hertel syllabi from UH and the USF-EDE 4301 syllabus. The UH - CUIN 4375 Clayton

syllabus had assignment rationales for the tasks of participation, a classroom management plan and for attendance, while the UH - CUIN 4375 Hertel syllabus included these for reflection journals, a classroom management plan and attendance. The USF-EDE 4301 syllabus included rationales for a practical classroom experience, attendance and lesson plans. Two (14.29%) rationales were given on the FSU - EDG 4410 syllabus, which included a unit plan and an employment portfolio, the latter assignment also being included as the 1 (7.14%) rationales for FSU-EDG 4421. Two other syllabi also included 1 (7.14%) assignment rationale. These were UH - CUIN 4375 Wilson and VCU – TEDU 600 with assignments of a classroom management plan and a first week of school plan respectively. Three syllabi (30%) did not include a rationale in their syllabus. An example of the Assignment Title breakdown is shown in Figure 17.

Figure 17: Comparison of Assignment Titles with Rationales Found in the Seven Syllabi

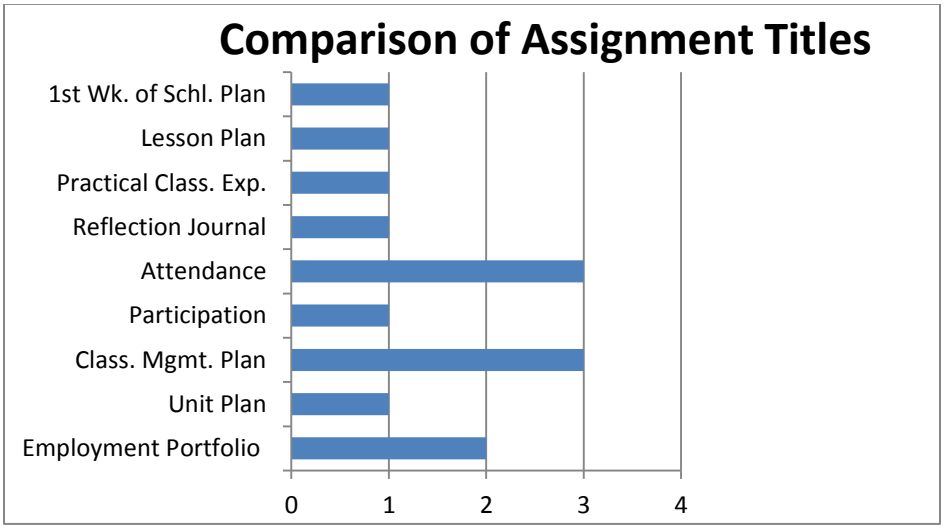


Figure 17 above shows the tasks of Attendance and a Classroom Management Plan had the highest rationale mention each with 3 (21.43%) out of 14. With mentions in

two syllabi was an assignment titled Employment Portfolio with 2 (14.29%) out of 14 mentions. The additional six assignments/tasks each had one mention (7.14%) a piece. The table below shows the number of syllabi that used each assignment title as it relates to the general component of Rationale. From this, it can be assumed that most instructors felt that rationales for a classroom management project and attendance were highly important, the latter being the most surprising. College attendance is not mandatory and the responsibility for the cost of college often falls on the shoulders of the students themselves. If they are paying to be in class, then shouldn't they be in class? It seems like a waste of money for them to pay for something then not use it. Additionally, the emphasis in a rationale for attendance also speaks to the personal responsibility level of the current student. Table 25 below shows the how the syllabi rate against each other in the number of sub-components for the Assignment Titles Component each includes.

Table 25: Number of Assignment Titles Sub-Components Listed Per Syllabus

Assignment Title	**Course Syllabi**
Employment Portfolio	*FSU – EDG 4421* *FSU – EDG 4410*
Unit Plan	*FSU – EDG 4410*
Classroom Management Plan	*UH – CUIN 4375 Wilson* *UH – CUIN 4375 Clayton* *UH – CUIN 4375 Hertel*
Participation	*UH – CUIN 4375 Clayton*
Attendance	*UH – CUIN 4375 Clayton* *UH – CUIN 4375 Hertel* *USF – EDE 4301*
Reflection Journals	*UH – CUIN 4375 Hertel*
Practical Classroom Experience	*USF – EDE 4301*
Lesson Plan	*USF – EDE 4301*
First Week of School Plan	*VCU – TEDU 600*

In viewing these syllabi as an aggregate score for each university, Table 26 below shows the status of each university. This was determined by grouping the syllabi by university then taking the overall number of rationale statements included in each syllabus and dividing that by the number of syllabi included in that university. Percent was established by applying the average number of rationales for the university to the highest number of rationales per any syllabi, 3, given overall. Four (66.67%) of the 6 universities included a rationale, which equates to a F on a standard university grading scale.

Table 26: Aggregate University Scores for Including Assignment Titles

University	Aggregate Score	Percent Earned of Total Points Available (3)	Syllabi Included in Aggregate Score
Arizona State University	0	0%	1
Florida State University	1.5	50%	2
Ohio State University	0	0%	1
University of Houston	2.33	77.67%	3
University of South Florida	1.5	50%	2
Virginia Commonwealth University	1	30.33%	1

Results for Component #6: **Weekly Schedule**

When the party takes place is probably the single most important aspect of the invitation. Without this information or if this information is incorrect, then partygoers

would not know when to show up to celebrate. The same is true for the syllabus. Considered the most important aspect of the syllabus by students, the Weekly Schedule is used as a guide to prepare for exams as well as their personal lives. From personal experience, the Weekly Calendar allows the instructor easily and efficiently to plan for daily lessons and adjust future lessons based on the current needs of the students. This component will be analyzed on *how this information is presented*, *what it includes* and *where it appears in the syllabi*. The sub-component of *how this information is presented* will be the formatting of the information. For example, is it presented in a table or outline form. Table 27 shows the results for the sub-components.

Table 27: Inclusion of Weekly Schedule Sub-Components in Each Syllabus

Syllabi	Schedule Included	Format Used	Page #
ASU – TEL 311	√	Table	Pg. 2
FSU – EDG 4421	√	*Research Paper Outline*	Pg. 8
FSU - EDG 4410	√	*Research Paper Outline*	Pg. 7
OSU – EDU PAES 721	√	*Table*	Pg. 8
UH - CUIN 4375 Wilson			
UH - CUIN 4375 Clayton	√	*Table*	Pg. 6
UH – CUIN 4375 Hertel	√	*Table*	Pg. 9
USF – ESE 5344			
USF – EDE 4301			
VCU – TEDU 600	√	*Tabbed in Word*	Pg. 2

Table 27 above shows that 7 (70%) of the 10 syllabi included a Weekly Schedule as a guide for both students and instructors. Of these seven, 2 (28.57%) used an outline format often seen with research papers and both of these were at the same school. This makes sense, as these two are essentially the same syllabi for the same course. The only

difference is the class code, which changed during the Fall 2007 semester. An example of the research paper outline, taken from the FSU-EDG 4421, is shown in Figure 18 below. In addition, while the instructor did provide a weekly schedule for inclusion in the study, it was a separate document and not a part of the original syllabi. Therefore, since this study concerns the components found in a syllabus, the attachment of the weekly schedule for FSU-EDG 4421 will not be included in this study.

Figure 18: Research Paper Outline for Course Syllabus

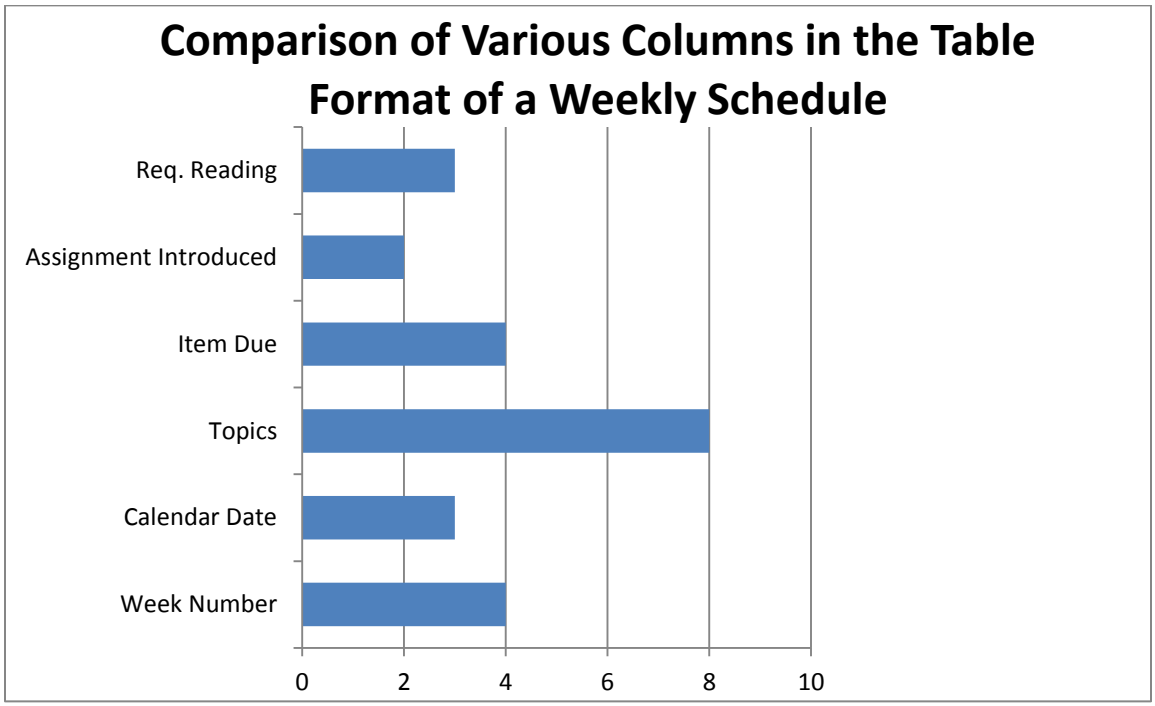
A. Introduction to EDG4421
B. Classroom Management
   1. The Philosophical Basis for Discipline Plans: The student will learn three or more discipline philosophies, one of which must be Assertive Discipline, and explain their assumptions about the nature of children, the causes of misbehavior, appropriate management techniques, and the role of the teacher in dealing with misbehavior.
   2. The Role of the Teacher in Classroom Management: The student will analyze the teacher's role in designing, teaching, and implementing a classroom management plan.
C. Getting to Know Your School, Classroom, and Children
   1. Getting to Know Your School: The student will identify and describe the characteristics of the physical plant, neighborhoods served by school, racial/ethnic make-up of the student body, members of grade level team, school leaders, those who provide support services, and the mission and policies of the school to which s/he is assigned. The student will also identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. (ESOL 3.2)
   2. Getting to Know Your Classroom: The student will identify and describe the physical space; materials and resources; organization of the day and week; routines; and the rules, rewards, and consequences for the classroom to which s/he is assigned.

(Campbell, Fall 2007, p. 7)

The VCU – TEDU 600 syllabus includes a weekly schedule, but not in either a table or outline format. It is presented in a Word document with the tab key being used to separate each item. See page 2 in Appendix N for a further description. The additional 4

(57.14%) of the 7 syllabi had a weekly schedule in the form of a table that consisted of multiple columns. The sub-headings for the columns are shown in Figure 19 below.

Figure 19: Comparison of Various Columns in the Table Format of the Weekly Schedule



Of the 24 total mentions in the syllabi, the Topic sub-heading saw the most inclusions with 8 (33.33%). This was following closely by the Items Due and the Week Number, each with 4 (16.67%) of the 21 mentions. Three (12.5%) mentions of the Required Reading and the Calendar Date each, while the Assignment Introduced saw the fewest mentions with 2 (8.33%). Since course syllabi are usually created by the course instructors, it is not surprising that Topics had the highest number of mentions as this facet helps aid in lesson planning. However, to the student, the sub-heading of Item Due would be the most important, as they often plan the school and social lives around this.

However, it was mentioned one less than Topics. Therefore, it can be assumed that instructors are conscientious of this with designing the syllabus. Within the syllabi themselves, a breakdown of the sub-headings is presented in Table 28 below.

Table 28: Inclusion of Sub-Headings in the Weekly Schedule Component of Each Syllabus

Syllabi	Week Number	Calendar Date	Topics	Item Due	Assign. Intro.	Req. Reading
ASU – TEL 311	√		√			
FSU – EDG 4421			√			
FSU - EDG 4410			√			
OSU – EDU PAES 721	√		√	√		√
UH - CUIN 4375 Wilson						
UH - CUIN 4375 Clayton	√	√	√	√	√	√
UH – CUIN 4375 Hertel	√	√	√	√	√	√
USF – ESE 5344						
USF – EDE 4301						
VCU – TEDU 600		√	√	√		

Table 28 shows that only 2 (20%) of the 10 syllabi included all six sub-headings. These two syllabi are UH - CUIN 4375 Clayton and UH - CUIN 4375 Hertel. However, this is not surprising since both authors of the syllabi are listed as Hertel. The OSU – EDU PAES 721 syllabus included 4 (66.67%) of the 6 sub-headings while 3 (50%) of the 6 were included on the VCU – TEDU 600 syllabus. The ASU – TEL 311 syllabus included 2 (33.33%) of the 6 sub-headings and five (50%) of the 10 syllabus did not include these. However, of this five, two were formatted in the research paper outline

format, leaving the remaining three not to include a Weekly Schedule at all in their syllabus.

Table 29 below shows the number of syllabi that used each term as it relates to the sub-headings found in the table formatting in the Weekly Schedule component of syllabus construction. In short, 5 (50%) of the 10 study syllabi included a table format for the Weekly Schedule while another 2 (20%) included this in a research paper outline format. In addition, 1 (10%) of the 10 included this information in the body of the syllabus by using tabs. Therefore, 8 (80%) of the 10 syllabi used in this study included some form of a Weekly Schedule, which is a B on most university grading scales. An analysis of which terms were included on what syllabus can be found in Table __ below.

Table 29: Number of Sub-Headings Found within a Table Format of the Weekly Schedule Component

Sub-Heading Term	Course Syllabi
Week Number	*ASU – TEL 311* *OSU – EDU PAES 721* *UH - CUIN 4375 Clayton* *UH – CUIN 4375 Hertel*
Calendar Date	*UH - CUIN 4375 Clayton* *UH – CUIN 4375 Hertel* *VCU – TEDU 600*
Topics	*ASU – TEL 311* *OSU – EDU PAES 721* *UH - CUIN 4375 Clayton* *UH – CUIN 4375 Hertel* *VCU – TEDU 600*
Item Due	*OSU – EDU PAES 721* *UH - CUIN 4375 Clayton* *UH – CUIN 4375 Hertel* *VCU – TEDU 600*
Assign. Intro.	*UH - CUIN 4375 Clayton* *UH – CUIN 4375 Hertel*
Req. Reading	*OSU – EDU PAES 721* *UH - CUIN 4375 Clayton* *UH – CUIN 4375 Hertel*

In viewing these syllabi as an aggregate score for each university, Table 30 below shows that 5 (83.33%) of the 6 universities studied included this component. OSU and UH had the highest score of 4, while the USF had no score at all. ASU scored a 2 leaving FSU and VCU to each score a 1.

Table 30: Aggregate University Scores for Including the Weekly Schedule Component

University	Aggregate Score	Percent Earned of Total Points Available (6)	Syllabi Included in Aggregate Score
Arizona State University	2	33.33%	1
Florida State University	1	16.67%	2
Ohio State University	4	66.67%	1
University of Houston	4	66.67%	3
University of South Florida	0	0%	2
Virginia Commonwealth University	1	16.67%	1

Results for Component #7: Grades

With present or dish in hand, we now travel to the party, spend a few hours, have a great time and get ready to leave. Often times when the party is a birthday party for a child or a wedding, it is customary to give the attendees a goodie-bag to take home with them, sort of a reward for coming to the party and for bringing something. These goodie-bags can include a plethora of the child's favorite things to share or an item like a small bottle of champagne with a photograph of the happy couple. No matter what is included, it is always something positive for the attendee. In the case of the syllabus, these positive items found in the goodie-bag would be the grades earned by the students. Slattery and Carlson believe that most syllabi will include how assignments are weighted in view of the overall final grade received, however, few will include the criteria or the rubrics used to arrive at those grades. The well-designed syllabus component of Grades will be investigated using the following three sub-components: (1) Weight of Each Assignment;

(2) Criteria Used to Determine Grade; and (3) the Inclusion of a Rubric. It will be determined if each sub-component is included and, if so, then how many of each is listed. Table 31 shows the first analysis in this section by determining whether the sub-component is included in the syllabus.

Table 31: Inclusion of the Sub-Components of Grades Component in Each Syllabus

Syllabi	Weight	Criteria	Rubric
ASU – TEL 311	√	√	√
FSU – EDG 4421	√	√	
FSU - EDG 4410	√	√	√
OSU – EDU PAES 721	√		
UH - CUIN 4375 Wilson	√	√	
UH - CUIN 4375 Clayton	√	√	√
UH – CUIN 4375 Hertel	√	√	√
USF – ESE 5344	√		
USF – EDE 4301	√	√	
VCU – TEDU 600	√	√	

The table above shows that 10 (100%) of the 10 study syllabi included the sub-component of Weight within the design of the syllabus. This was followed by 8 (80%) of the 10 including the Criteria used to determine the grade, while only 4 (40%) of the 10 provided a Rubric as a guideline for the students and am evaluation measure for the instructors. Overall, of the 30 sub-components marks available, 22 (73.33%) were included somewhere on the 10 syllabi. Figure 20 below shows the number of sub-components found in each syllabus.

Figure 20: Number of Sub-components for Grades Found in each Syllabus

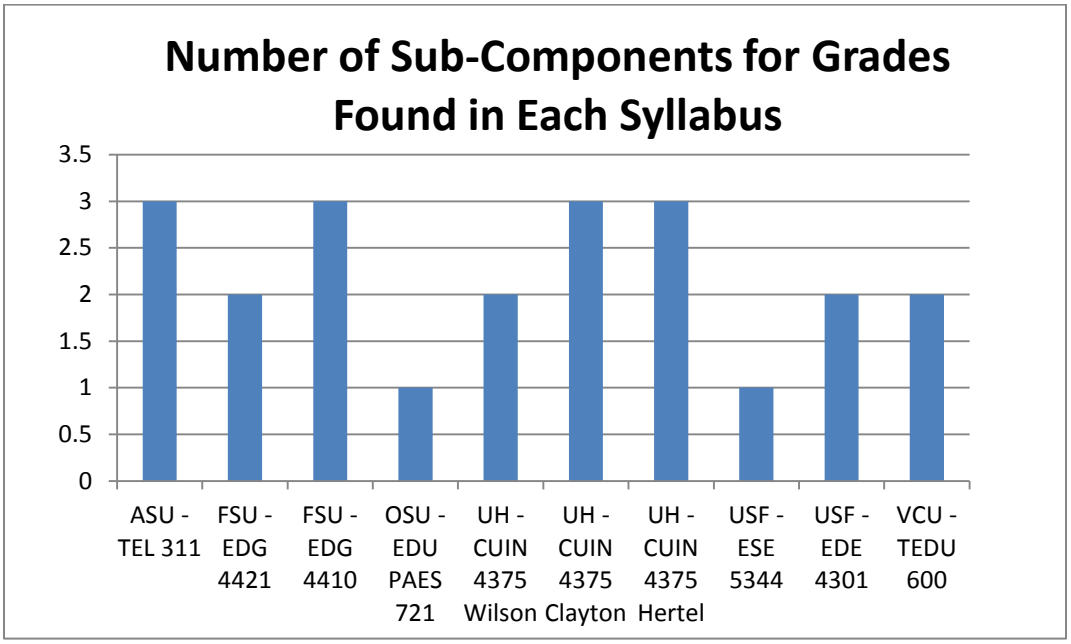


Figure 21 below shows the number of Weight scales found in each syllabus. Obviously, all 10 (100%) syllabi included this sub-component. These weight scales detail a breakdown of what each assignment is worth either using a 100% system or a unit total system. An example of this would be an assignment worth 25 base points toward a total point allocation at the end of the course term. Whatever the instructor-chosen grading system included, if it was, then it was counted in this study.

Figure 21: Number of Weight Scales Found in Each Syllabus

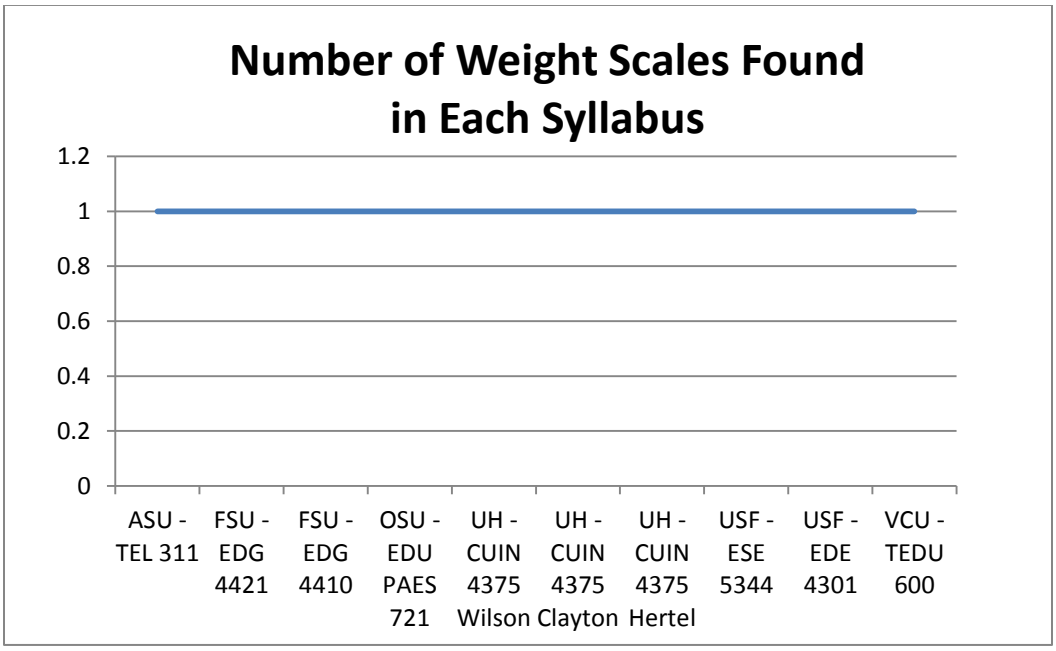
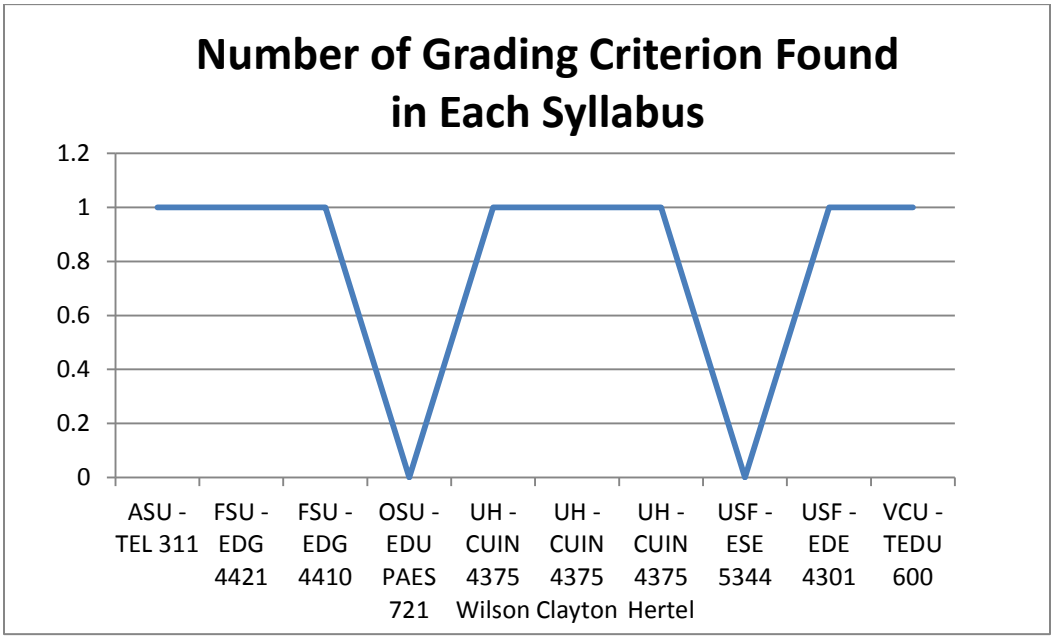


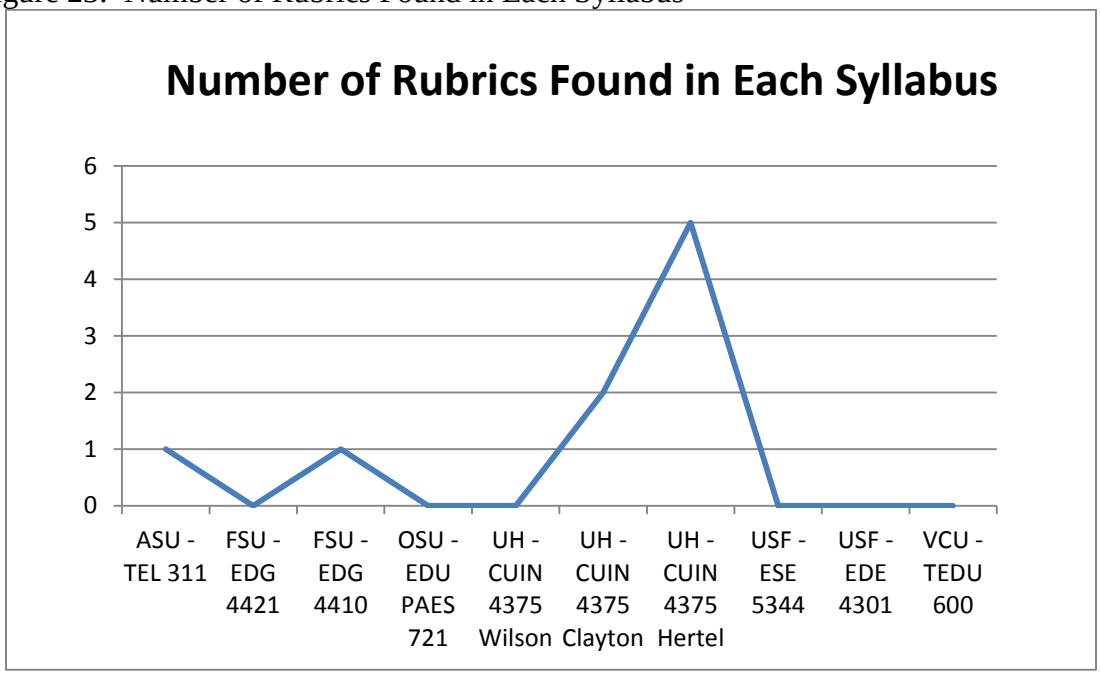
Figure 22 below shows the number of Criterion provided assessing each assignment found in each syllabus. As shown, 8 (80%) of the 10 syllabi included this sub-component, but only one mention occurred in each of these. When analyzing this sub-component, credit was given if a description was provided as to what was expected to be included in each assignment.

Figure 22: Number of Grading Criterion Found in Each Syllabus



The final figure in this series, Figure 23 below, shows the number of Rubrics found in each syllabus. As shown, the UH - CUIN 4375 Hertel syllabus included 5 of these, while the UH - CUIN 4375 Clayton syllabus followed closely with including 4. Six (60%) of the 10 syllabi did not include these at all.

Figure 23: Number of Rubrics Found in Each Syllabus



In Table 32 below, data from the three previous figures are combined providing a comprehensive use of the sub-component terms. It shows the UH - CUIN 4375 Hertel syllabus to have the highest number of overall sub-components included with 7 (25.93%) of the 27 overall discovered. This was followed by the UH - CUIN 4375 Clayton syllabus with 4 (14.81%) of the 27. Two syllabi -- ASU – TEL 311 and FSU - EDG 4410 – included 3 (11.11%) of the 27, while 4 of the 10 syllabus each included 2 (7.41%) of the 27 sub-components. The final two syllabi each included 1 (3.7%) sub-component.

Table 32: Comprehensive Sub-Component Results for the Grade Component in Each Syllabus

Syllabi	Weight	Criteria	Rubric	Overall Usage
ASU – TEL 311	1	1	1	*3*
FSU – EDG 4421	1	1	0	*2*
FSU - EDG 4410	1	1	1	*3*
OSU – EDU PAES 721	1	0	0	*1*
UH - CUIN 4375 Wilson	1	1	0	*2*
UH - CUIN 4375 Clayton	1	1	2	*4*
UH – CUIN 4375 Hertel	1	1	5	*7*
USF – ESE 5344	1	0	0	*1*
USF – EDE 4301	1	1	0	*2*
VCU – TEDU 600	1	1	0	*2*

Table 33 below shows the how the syllabi rate against each other in the number of sub-components for Grading each includes. It shows 4 (40%) of the 10 syllabi included in this study include all 3 (100%) of the sub-components and, likewise, another 4 (40%) used 2 (66.66%) of the 3. The remaining 2 (20%) of the syllabi used only 1 (33.33%) of the 3 sub-components. If inclusion of all three sub-components would equate to 100%, then including two would equal 66.67% and one would equal 33.33% respectively. Averaging the 10 syllabi together (four of which included all three sub-components, while an additional four syllabi included two sub-components, and two included one sub-component) would give a score of 73.33%, which equates to a D on most university grading scales. While this is a low score, and would call for immediate

action in many teacher education programs by applying a pre-service teacher improvement plan, this is still passing. Therefore, the component was included successfully in the syllabi studied.

Table 33: Number of Sub-Components for Grade Component Listed in Each Syllabus

Sub-Components	**Course Syllabi**
3	*ASU – TEL 311* *FSU - EDG 4410* *UH - CUIN 4375 Clayton* *UH – CUIN 4375 Hertel*
2	*FSU – EDG 4421* *UH - CUIN 4375 Wilson* *USF – EDE 4301* *VCU – TEDU 600*
1	*OSU – EDU PAES 721* *USF – ESE 5344*

In viewing these syllabi as an aggregate score for each university with a point total possibility of 7, syllabi from each university was grouped together, added, then dividend by the total number of syllabi included in this study. For example, USF has two syllabi with a combined total of three sub-components giving an average score of 1.5, which becomes the aggregate score of the university. Table 34 below shows these aggregates with UH having the highest score of 4.33 (61.86%) followed by ASU with a score of 3 (42.86%). Both FSU and VCU scored a 2.5 (35.71%) and 2 (28.57%) respectively.

Table 34: Aggregate University Score Using the Grades Sub-Components

University	Aggregate Score	Percent Earned of Total Points Available (7)	Syllabi Included in Aggregate Score
Arizona State University	3	42.86%	1
Florida State University	2.5	35.71%	2
Ohio State University	1	14.29%	1
University of Houston	4.33	61.86%	3
University of South Florida	1.5	21.43%	2
Virginia Commonwealth University	2	28.58%	1

Results for Component #8: Motivational Messages

Once given the goodie-bags, it is time to leave the party. This is often the time when verbal pleasantries are exchanged by both the host and the attendees. Positive phrases such as *We have a wonderful time* and *The salad you made was delicious* are often heard. These phrases serve as a motivation for the host to plan an event again and for the invitee to attend an event again. It is this same motivation that also can be applied to the course syllabus. While many instructors may provide visual and auditory motivation during class time, having this motivation included in the syllabus, a document often distributed during the first class meeting, will jumpstart the drive of the student to succeed. Moreover, these motivational messages can take on either a positive or a negative tone depending upon how they are written. For example, the ASU – TEL 311 syllabus includes the phrase “I am here to help you” (Panneton, Spring 2012, p. 1), a positive statement, while the OSU – EDU PAES 721 syllabus includes “You will not

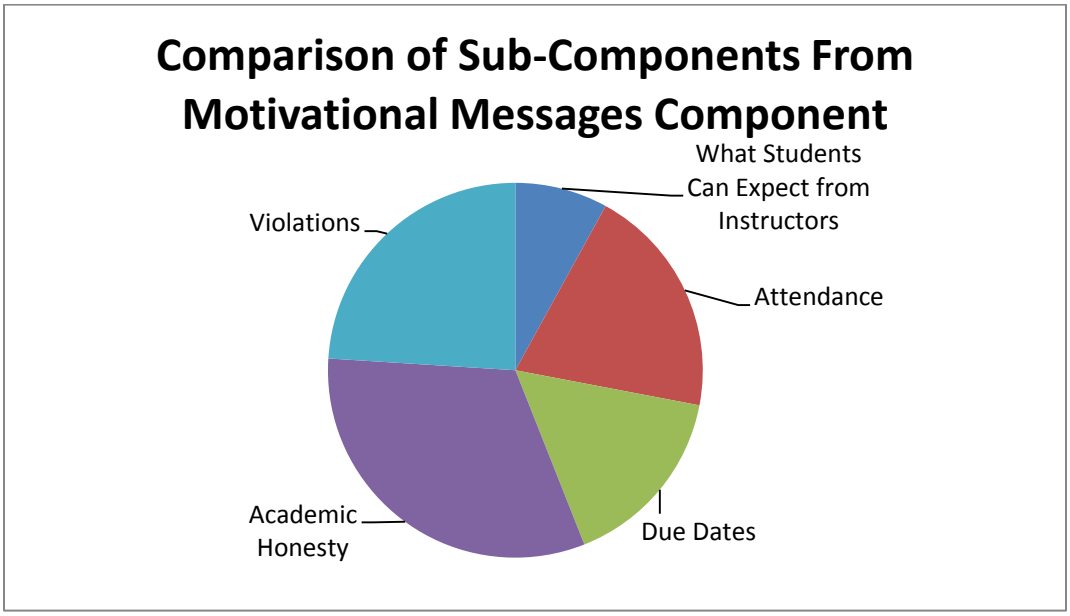
success in this class unless you complete all of the readings and assignments that are due for a particular day" (Lawton, Fall 2011, p. 4), a negative statement. This component will be analyzed on the following sub-components: (1) *what students can expect from their instructors*; (2) *is an attendance policy stipulated;* (3) *are due dates listed for the assignments*; (4) *is there a statement on academic honesty*; and (5) *what consequences are provided for violating any of the above*. Additionally, the tonality of the syllabus, based on word choice of the instructor, will be considered. Table 35 below shows the beginning relation of the sub-components within each of the syllabi.

Table 35: Inclusion of Motivational Messages Sub-Components in Each Syllabus

Syllabi	**What Students Can Expect from Instructor**	**Attendance Expectations**	**Due Dates**	**Academic Honesty**	**Violations**
ASU – TEL 311		√		√	√
FSU – EDG 4421	√	√		√	√
FSU - EDG 4410	√			√	
OSU – EDU PAES 721			√	√	
UH - CUIN 4375 Wilson		√		√	√
UH - CUIN 4375 Clayton		√	√	√	√
UH – CUIN 4375 Hertel		√	√	√	√
USF – ESE 5344					
USF – EDE 4301				√	
VCU – TEDU 600			√		√

As shown above, no syllabi include the five sub-components included in this study. Three (30%) of the 10 syllabi included 4 (80%) of the five, while 2 (20%) of the 6 syllabi included 3 (60%) of the 5 sub-components. An additional 2 (20%) of the 6 study syllabi included 2 (40%) of the 5 and 1 (10%) included 1 (20%) sub-component. Finally, 1 (10%) syllabus did not include any provisions for these sub-components. Academic Honesty seemed to be of most concern to the instructors by being included on 8 (80%) of the syllabi, while What Students Can Expect of Instructors showed the least amount of inclusion on a mere 2 (20%) syllabi. Violations for being impudent toward the procedures and Attendance Expectations were the second and third of most concern showing up on 6 (60%) and 5 (50%) syllabi respectively. Another example of this sub-component itemization can be seen in Figure 24 below. Additionally, of the 50 sub-component marks available in this field, 25 (50%) of those were included in all of the syllabi, representing a grade of an F on most university grading scales.

Figure 24: Comparison of Sub-Components from Motivational Messages Component



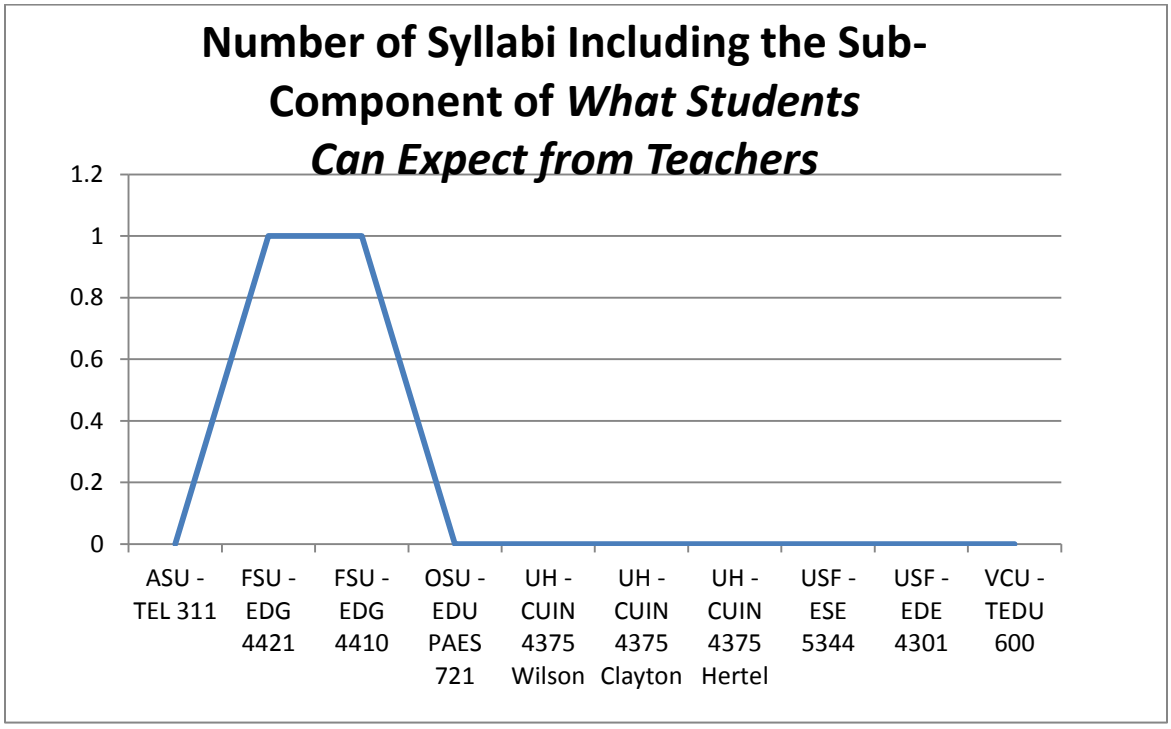
In researching Academic Honesty for this study, some universities required this to be included in each syllabus for each section for each course offered during each semester. However, what was interesting about this specific inclusion was the word choice of "honesty" or "dishonesty" used by the instructor. The former has a positive tone while the latter has a negative one. Four (50%) of the 8 syllabi which included this sub-component used the word "Honesty" while the other have used "Dishonestly." Moreover, one syllabus – UH – CUIN 4375 Hertel – used both terms; one in the sub-component and one with the inclusion of clip art. Table 36 below shows the number of syllabi that used each sub-component term as it relates to the general component of Motivational Messages.

Table 36: Number of Sub-Component Terms of the Motivational Messages Component Discovered in Each Syllabus

Sub-Component Term	**Course Syllabi**
What Students Can Expect from Instructor	*FSU – EDG 4421* *FSU - EDG 4410*
Attendance Expectations	*ASU – TEL 311* *FSU – EDG 4421* *UH - CUIN 4375 Wilson* *UH - CUIN 4375 Clayton* *UH – CUIN 4375 Hertel*
Due Dates	*OSU – EDU PAES 721* *UH - CUIN 4375 Clayton* *UH – CUIN 4375 Hertel* *VCU – TEDU 600*
Academic Honesty	*ASU – TEL 311* *FSU – EDG 4421* *FSU - EDG 4410* *OSU – EDU PAES 721* *UH - CUIN 4375 Wilson* *UH - CUIN 4375 Clayton* *UH – CUIN 4375 Hertel* *USF – EDE 4301*
Violations	*ASU – TEL 311* *FSU – EDG 4421* *UH - CUIN 4375 Wilson* *UH - CUIN 4375 Clayton* *UH – CUIN 4375 Hertel* *VCU – TEDU 600*

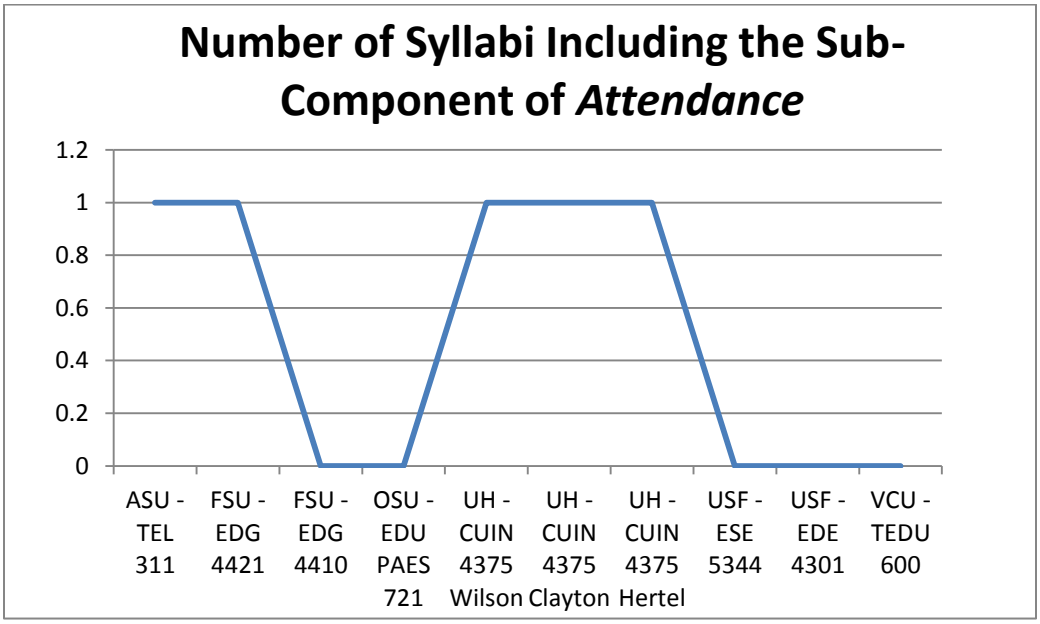
In the first of five figures in this series, Figure 25 below shows the number of times that a syllabus included the sub-component of What Students Can Expect from Instructors. As shown, only the two FSU syllabi include this sub-component, which is 20% of the syllabi field.

Figure 25: Number of *What Students Can Expect from Instructors* Mentions Discovered Syllabi



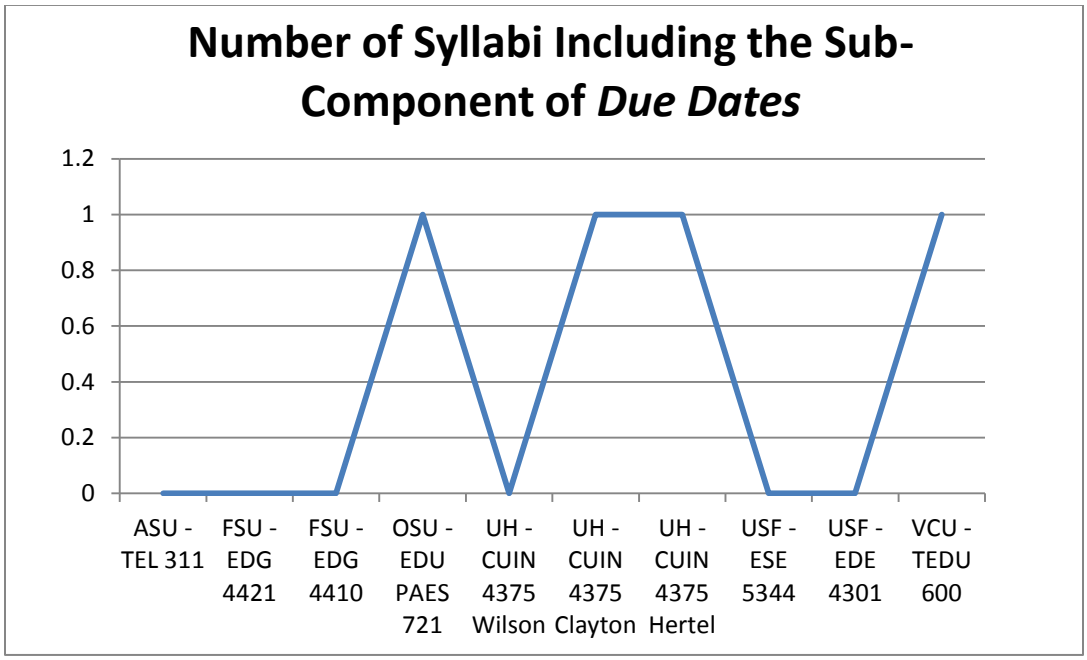
In the second of five figures in this series, Figure 26 below shows the number of times that a syllabus included the sub-component of Attendance. This means a portion of the overall course grade included whether or not students attend class. Again, this inclusion is surprising as students pay to attend the class asking again why they would waste their money. However, instructors see attendance the second largest concern in this component. Therefore, it makes sense for them to include provisions for attending class. As shown, 5 (50%) of the 10 syllabi include this sub-component.

Figure 26: Number of Syllabi Including the Sub-component of *Attendance*



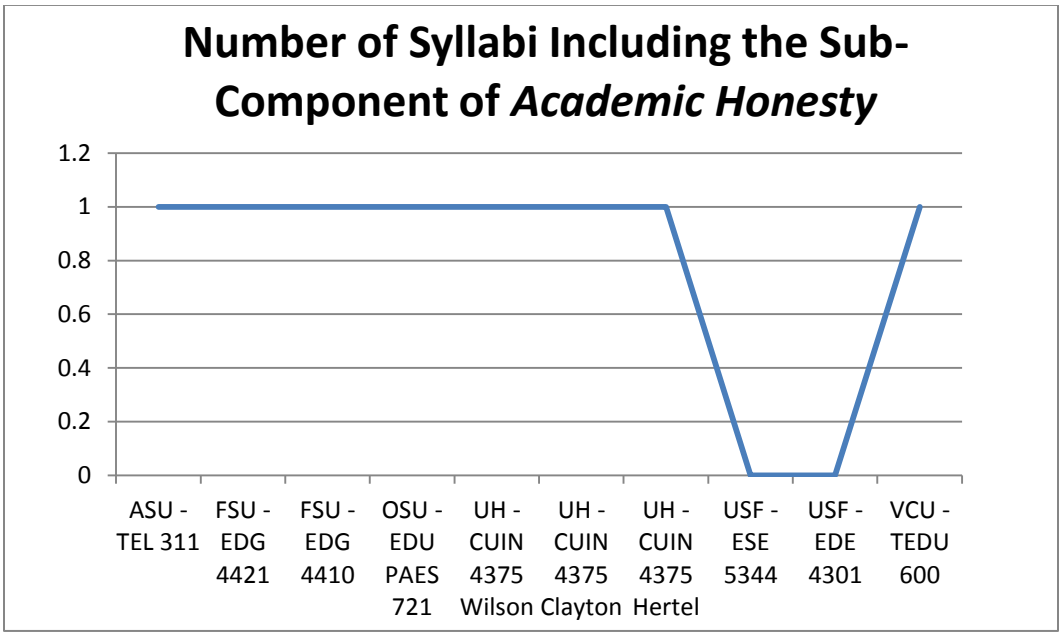
The third of five figures in this series, Figure 27, below shows the number of times that a syllabus included the sub-component of Due Dates. This means that dates the assignments are clearly defined and late work policies are written in the syllabus for the student to notice. Whether the policy was a reduction of points or the work not being accepted at all, both were included in this sample. As shown, 4 (40%) of the 10 syllabi include this sub-component.

Figure 27: Number of Syllabi Including the Sub-Component of *Due Dates*



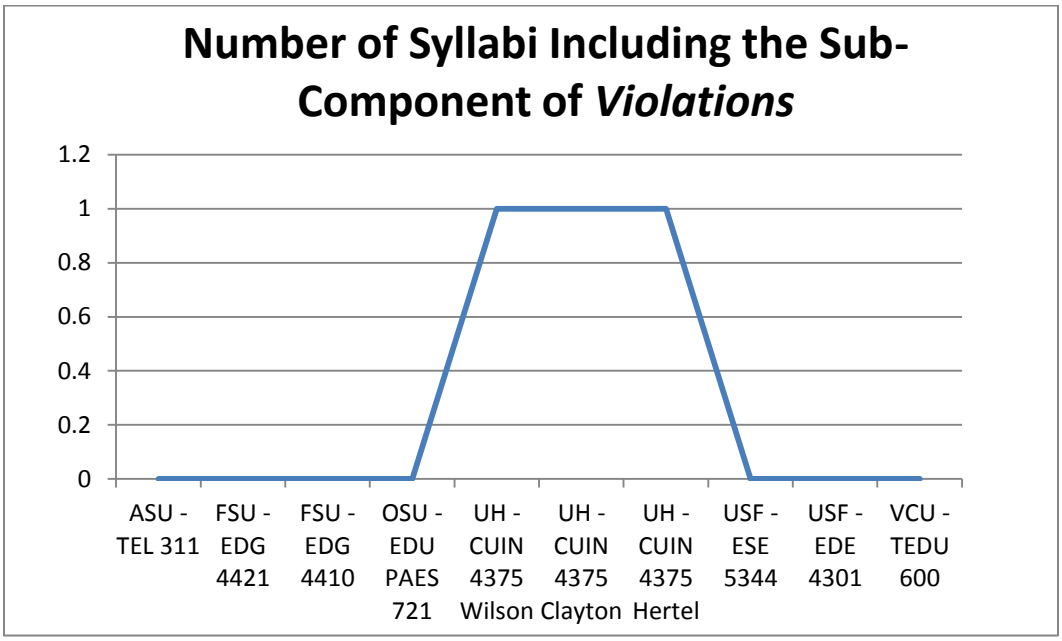
The fourth of five figures in this series, Figure 28, below shows the number of times that a syllabus included the sub-component of Academic Honesty. In short, this means students to turn in work that they generated and that only belongs to them. Again, both of the terms "honesty" and "dishonesty" were accepted in this study. As shown, 8 (80%) of the 10 syllabi included this sub-component.

Figure 28: Number of Syllabi Including the Sub-Component of *Academic Honesty*



The final figure in this series, Figure 29, below shows the number of times that a syllabus included the sub-component of Violations. This would be anytime within the syllabus that a consequence for violating a rule is written so that it can be seen by the student. For example, penalties can include a loss of points for being tardy to class, as was the case with 4 (50%) of the 8 syllabi. Additionally, 3 (37.5%) of the 8 included consequences for plagiarism, which is submitting the work of someone else as your own. Interestingly, all three syllabi were at UH. In short, this means students to turn in work that they generated and that only belongs to them. Again, both of the terms "honesty" and "dishonesty" were accepted in this study. As shown, 8 (80%) of the 10 syllabi included this sub-component.

Figure 29: Number of Syllabi Including the Sub-Component of *Violations*



The last sub-component for study is that of tone. This was determined by the factors of *word choice* and aesthetic *quality*. In word choice, attention was paid to the

number of "I/You" statements, such as "I will not prepare lectures summarizing the readings because I expect students to come to class having read the chapters" (Lawton, Fall 2011, p. 5). Generally, these types of statements are negative in nature, as shown previously. Additionally, tonality can be positive as in the case of the two FSU syllabi that each have a "Suggestions for Success" paragraph included (see pages 8 and 7 in each syllabi respectively). Finally, a cluttered syllabi can contribute to a negative tone, such as the UH – CUIN 4375 Wilson syllabus using single-spaced, 10-point font. Overall, 6 (60%) of the 10 syllabi were found to be positive. The positive or negative tone of each syllabus is provided in Table 37 below.

Table 37: Tone Discovered in the Motivational Messages Component in Each Syllabus

Syllabi	Tone of Syllabus
ASU – TEL 311	+
FSU – EDG 4421	+
FSU - EDG 4410	+
OSU – EDU PAES 721	-
UH - CUIN 4375 Wilson	-
UH - CUIN 4375 Clayton	+
UH – CUIN 4375 Hertel	+
USF – ESE 5344	-
USF – EDE 4301	+
VCU – TEDU 600	-

In viewing these syllabi as an aggregate score for each university, this score was comprised of the five sub-components plus the addition of a positive tone making a total of six elements available to each syllabus. Table 38 below shows that the University of

Houston scored the highest with an aggregate score of 4.33 (72.17%), while the University of South Florida scored the lowest with 1 (16.67%). ASU and FSU both scored a 4 (66.67%) out of 6 sub-components. And OSU and VCU both scored a 2 (33.33%) out of 6 sub-components.

Table 38: Aggregate University Scores for Including the Motivational Messages Component

University	Aggregate Score	Percent Earned of Total Points Available (6)	Syllabi Included in Aggregate Score
Arizona State University	4	66.67%	1
Florida State University	4	66.67%	2
Ohio State University	2	33.33%	1
University of Houston	4.33	72.17%	3
University of South Florida	1	16.67%	2
Virginia Commonwealth University	2	33.33%	1

Results for Component #9: University Support Services

Once the party is over, clean up begins. This includes collecting the trash for disposal and wrapping the leftover food to east later. Additionally, it includes an assessment of what went right and what went wrong during the party, so that the next one will be an improvement. Students can improvement on their work through services of support offered by universities. However, most are not aware of their existence, even though the aim is to improve academic careers, health and social lives. Conversely, in the classroom the first line of support is the instructor, which can be provided verbally and through the syllabus. This component will be analyzed on the following university support systems: (1) *Instructor*; (2) *Professional*; (3) *Departmental*; and (4) *University Services*. Table 39 below shows the beginning relation of the sub-components within each of the syllabi.

Table 39: Inclusion of University Support Services Sub-Components in Each Syllabus

Syllabi	Instructor	Professional	Departmental	University Services
ASU – TEL 311	√	√	√	√
FSU – EDG 4421			√	
FSU - EDG 4410			√	√
OSU – EDU PAES 721				
UH - CUIN 4375 Wilson				
UH - CUIN 4375 Clayton				
UH – CUIN 4375 Hertel				
USF – ESE 5344				
USF – EDE 4301	√		√	√
VCU – TEDU 600				√

As shown above, only 1 (10%) of the syllabi in the study include all 4 (100%) of the University Support Services sub-components, but half of the syllabi never mentioned any of these services. Three (75%) of the 4 sub-components were included in the USF – EDE 4301 syllabus, while the FSU – EDG 4421 and VCU – TEDU 600 syllabi each included 1 (25%). With a combined total of 40 possible marks in this field, most of the services mentioned were at the Departmental levels, meaning there were computer stations and technology services available within the individual colleges of education, and with University Services, meaning campus bookstores offering discounts for required technology or writing centers, with 4 (10%) each. This was followed by Instructor

services with 2 (5%) and then by Professional services with 1 (2.5%). Instructor services included the statement of "I am available to help you to be successful" (Panneton, Spring 2012, p. 1). Of the 40 available sub-component marks in this field, a mere 11 (27.5%) were included in all of the syllabi, representing a grade of an F on most university grading scales.

In viewing these syllabi as an aggregate score for each university, this score was comprised of the four sub-components available to each syllabus. Each syllabus was grouped by university, and then the overall number of usages were combined and divided by those syllabi reaching as aggregate university score. 888 Table 40 below shows that the University of Houston scored the highest with an aggregate score of 4.33 (72.17%), while the University of South Florida scored the lowest with 1 (16.67%). ASU and FSU both scored a 4 (66.67%) out of 6 sub-components. And OSU and VCU both scored a 2 (33.33%) out of six sub-components.

Table 40: Aggregate University Scores for Including the University Support Services Component

University	Aggregate Score	Percent Earned of Total Points Available (4)	Syllabi Included in Aggregate Score
Arizona State University	4	100%	1
Florida State University	1.5	37.5%	2
Ohio State University	0	0%	1
University of Houston	0	0%	3
University of South Florida	1.5	37.5%	2
Virginia Commonwealth University	1	25%	1

Of all nine components in this study, this last one was the most surprising. As teachers, we say we want to help the students succeed, but in viewing these syllabi, do we really mean it? If so, then we must prove this by including more University Support Services in course syllabi.

OUTCOMES OF THE GLOBAL SYLLABI AND AGGREGATE UNIVERSITY RESULTS

Throughout this study, mention has been made of overall scores in relation to most universities grading scales as well as to aggregate university statuses. The results of these are presented below.

Overall Syllabi Status

These figures come from the comparison tables and figures provided above in this chapter. Nine components were analyzed plus the first one of Personal Observation

Score (POS) giving a total of 10 fields and a possible 50 total points. Table 41 below shows the outcome, similar to a weighted grading system, for each syllabus included in the study.

Table 41: Overall Syllabus Status Including the Ten Study Components

Syllabi	**POS**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**TOTAL**
Available Pts.	***5***	***8***	***1***	***10***	***3***	***5***	***6***	***3***	***5***	***4***	***50***
ASU – TEL 311	5	3	1	10	2	0	2	3	3	4	33
FSU – EDG 4421	2	5	1	10	3	1	1	2	4	1	30
FSU - EDG 4410	1	4	1	10	3	2	1	3	2	2	29
OSU – EDU PAES 721	4	4	1	10	3	0	4	1	2	0	29
UH - CUIN 4375 Wilson	1.5	2	1	10	3	1	0	2	3	0	23.5
UH - CUIN 4375 Clayton	4	2	1	10	3	3	6	3	4	0	36
UH – CUIN 4375 Hertel	4.5	2	1	10	3	3	6	3	4	0	36.5
USF – ESE 5344	2.5	1	1	10	2	0	0	1	0	0	17.5
USF – EDE 4301	2.5	0	1	10	3	3	0	2	1	3	25.5
VCU – TEDU 600	4	4	1	10	2	1	3	2	2	1	30

Table 42 below shows the totals and their percentage. In short, this table shows that of the 10 syllabi included in this study, all 10 needed significant improvements in order to be called a well-designed syllabus.

Table 42: Overall Syllabus Percentages for Including the Ten Study Components

Syllabi	TOTAL	Percent	Placement of Syllabus
	50	**100%**	
ASU – TEL 311	33	66%	3rd
FSU – EDG 4421	30	60%	4th
FSU - EDG 4410	29	58%	6th
OSU – EDU PAES 721	29	58%	6th
UH - CUIN 4375 Wilson	23.5	47%	9th
UH - CUIN 4375 Clayton	36	72%	2nd
UH – CUIN 4375 Hertel	36.5	73%	1st
USF – ESE 5344	17.5	35%	10th
USF – EDE 4301	25.5	51%	8th
VCU – TEDU 600	30	60%	4th

Overall University Status.

These figures come from the aggregate tables provided above in this chapter. There were six universities included in this study. The 10 syllabi were grouped according to university, and then the total marks for each were added together giving a baseline number. At that point, this number was divided by the number of syllabi including in the university giving an average score. These scores were ranked in order from highest to lowest. In this case, the highest-ranking university scored a 1 on the aggregate scale, followed by the second highest scoring a 2, and so forth. Ties were marked as such and the following number was skipped in the sequence. Additionally, Pass/Fail rankings were given a 1 for Pass and a 6 for Fail. The lower the score is the

better the university was overall at including the 10 components. Table 43 below shows the outcome for each university included in the study.

Table 43: Aggregate University Scores for Including the Ten Study Components

University	**POS**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	***TOTAL***
ASU	1	4	1	1	6	5	3	2	2	1	*26*
FSU	6	1	1	1	1	2	4	3	2	2	*23*
OSU	2	2	1	1	1	5	1	6	4	5	*28*
UH	4	5	1	1	1	1	1	1	1	5	*21*
USF	5	6	1	1	4	2	6	5	6	2	*38*
VCU	2	2	1	1	6	4	4	4	4	4	*28*

Table 44 below shows the total aggregate score, the number of syllabi included in the average and the placement of the university when compared to the five others. In short, the University of Houston had the lowest score making it the university with the most successful syllabi. Florida State University and Arizona State University followed in second and third places, respectively. There was a tied for fourth place between Ohio State University and Virginia Commonwealth University. And finally, the syllabus that would benefit the most by including the nine components are the University of South Florida.

Table 44: Overall Aggregate University Status

University	Total Aggregate Score	Syllabi Included in Aggregate Score	Placement of University
Arizona State University	26	1	3rd
Florida State University	23	2	2nd
Ohio State University	28	1	4th
University of Houston	21	3	1st
University of South Florida	38	2	6th
Virginia Commonwealth University	28	1	4th

DISCUSSION

In attempting to answer the question of *What does an well-designed syllabus look like?*, emphasis was placed on nine components discussed in the 2005 article by Jeanne Slattery and Janet Carlson which presented a rationale for inclusion of these components. Within these nine components, an additional 62 sub-components were analyzed in an attempt to provide the most comprehensive data available. It was found that of the 10 syllabi that all 10 need to make signature improvements to their future syllabi to be a step toward improving teaching education programs at the undergraduate levels. Additionally, of the existing syllabi included, the University of Houston had the most comprehensive design.

FINAL THOUGHT

Love them or hate them, syllabi are an ever-present part of the teaching process. For the student, they provide a way of planning their life both in and out of school. For

the instructor, they provide an outline of a daily lesson along with opportunities to adjust future classes as necessary. For the designer, they provide way of assembling vast amounts of like information that is constantly changing into a cohesive, compelling and well-designed plan able to be consumed by the masses. And for the researcher, syllabi provide surprising outcomes in scholarship that we are just beginning to scratch the surface of. These realities gave rise to the current study attempting to use the slight, but existing base of current research on syllabi as well as anecdotal material and objective data to describe the best modern practices in constructing a well-designed syllabus.

CHAPTER 5 - DISCUSSION

"How paramount the future is to the present
when one is surrounded by children."
Charles Darwin

Historically, higher education teacher preparation programs in the United States have been slow to respond to changes in public education. Using the concept of educational renewal and revision as discussed in the article *Educational Renewal: Better Teachers, Better Schools* by John (1998), a suspension bridge can be built transcending the disconnects between and among teacher education, schools and content area disciplines. This connecting bridge can lead to the process of revision and renewal at the higher education level. However, the resistance to change is ever present, even in teacher education programs.

EVOLUTION OF THE SPECIES:

REVISION AND RENEWAL IN TEACHER EDUCATION PROGRAMS

There exists a strong demand in the United States for a different type of teacher preparation program than the one that existed 10 years ago. Current societal beliefs and opinions, student behaviors and needs, and technological advances along with innovative educational contexts and contents have shaped this demand for reform. However, these demand in the reform movements of teacher preparation have to be numerous and diverse in their focus (Darling-Hammond & Sykes, 1999; Goodlad., 1991, 1994, 1999). Akmal and Miller believe this as well writing:

> "It is becoming widely recognized that, among other abilities, teachers of today need to be well prepared to teach to a wide diversity of student abilities and needs, meet the requirements of state and national educational

> reform mandates, instruct non-native speakers of English and work with children and youth in poverty, possess a solid foundation of content knowledge and pedagogical skills, and work with transdisciplinary teams of professionals" (Akmal & Miller, 2003, p. 409).

While any one of these pre-service teacher challenges is valid motives to thoroughly to study a university teacher preparation program, complex barriers resistant to change can exist in the examination as well as during the application of new program requirements (Darling-Hammond, 1997; Farkas & Johnson, 1997; Miller & Stayton, 1999). This is semi-evident in the three syllabi at UH. While they were designed by one person, the evolutionary process taken in the hands of a course instructor has caused two of them to maturate forming new add-ons, one evolved into a new species altogether.

Revision and Renewal Process

The mission of altering a teacher preparation program with numerous stakeholders from diverse fields in education can be a rather daunting undertaking. According to Goodlad (1999), continuous challenges will occur when working collaboratively with a wide range of the colleagues in higher education as viewpoints, tenure, egos and control issues can get in the way of any real collaborative efforts. Akmal and Miller assert "There is a tendency for some university faculty to make decisions based on turf-protection, rather than basing decisions on program improvement or mandated changes" (Akmal & Miller, 2003, p. 412). Additionally, Glassick, Huber and Maeroff (1997) and Miller and Stayton (1999) believe the reward structures of higher education do not value the role content area ''methods'' instructors play in teacher

preparation, in collaborative projects between faculty or departments or even program design and evaluation.

Overcoming Resistance to Change

Underlying conflicts will emerged when in the process of program revision. In the article *Overcoming Resistance to Change: A Case Study of Revision and Renewal in the US Secondary Education Teacher Preparation Program* by Akmal and Miller (2003), the authors discovered that while content area faculty were responsible for the specific degree area requirements, the administration at the college of education was responsible for the teacher certification portion. This dual responsibility became the focus of conflict during some of the meetings concerning. Akmal and Miller believe "The department chair, in order to move the process forward, reminded the content area faculty that without College of Education recommendation, students would not earn certification" (2003, p. 416). Though willing to move ahead in principle, Akmal and Miller found content area faculty found it problematic to move to the cumulative phase of data gathering due to their perception of losing control over "their" degree programs. This was discovered during the research phase of the 2008 development of the CUIN 4375 course syllabus at the University of Houston and discussed in the narrative section of Chapter 3. While many wanted to help with this endeavor, the help often came in the form of "do it this way" rather than "here are some suggestions" making it a difficult path to walk as a student. It is the feeling of not having control over the material driving the "helpers" to become "tellers." However, Akmal and Miller discovered control was never really lost or gained; rather, it was the inflexibility of the methods instructors in their

study and the administrative team at the college of education to allow the others complete and unlimited access to their amassed information.

Akmal and Miller also discovered that further resistance to the revision process occurred among content area faculty opposed to any change in the program because of a long-standing mistrust of the administrative forces at the college of education. As stated by Akmal and Miller "This mistrust surfaced at almost every meeting and seemed to be mutual; the etiology of this opposition varied depending on the length of appointment -- in general, the longer the appointment, the deeper the feeling" (2003, p. 417). In short, the longer the meeting lasted, the deeper their resentment of one another became. In addition, this mistrust took many forms from an unwillingness to participate in the meetings to providing false information intentionally to an unwillingness to share information all together. The opposing viewpoints continued a practice of conflict and seclusion between stakeholders in teacher preparation.

Historically, there has been little collaboration between the colleges of education and the content discipline instructors (Akmal & Miller, 2003; Goodlad, 1999). Of the six universities studied for this dissertation, only one had information that was easily accessible to instructors or only 16.67%. It seems the "evolving new spirit of collaboration was welcomed only until content area faculty believed it began to infringe upon the autonomy of some content area programs" (Akmal & Miller, 2003, p. 419).

The Deduction

The complexity of the interwoven aspects involved in the revision and renewal process in teacher education programs will vary from institution to institution. But, there are four aspects of congruency found in all processes according to Akmal and Miller.

First, the issues of turf dominance, instructor stubbornness and the gap between content and pedagogy departments are present daily in teacher preparation programs across the country. "This experience may shed light on why teacher education programs have experienced difficulty rising to the top priority of universities in general, despite a national call for more primacy of teacher education at American universities," writes Akmal & Miller (2003, p. 419). Second, through energetic maneuvers and with patient fashion, overpowering the inertia of resistance is a task that must undertook. "Content area faculty are not affected on a daily basis by issues of teacher preparation and, therefore, are slow to respond to the trumpet call of reform" (Akmal & Miller, 2003, p. 419). Third, a sense of urgency must be established through the convergence of resources and energy in order for a proposed change to become required. Fourth, a continual evaluation of the renewal effort established during the revision process must take place at the various levels of education: the students, the teachers and the administration. As discussed in the Chapter 3 narrative, evaluation did occur from the students and the teacher in 2008, but the administrative level was absent from this mix. Once the syllabus design was approved by the administration, they stepped away from it. In educational language, they were involved at the Knowledge level of Bloom's Taxonomy, the lowest level, but cannot be found in any other levels.

EFFECTIVENESS OF CONVENTIONAL APPROACHES TO TEACHER PREPARATION COURSES

After decades of school reform, a consensus is building that the quality of the schools in our nation depends on the quality of the teachers in our nation. Policy makers and educators are beginning to realize -- through empirical studies, standards assessments

and public perception -- that what students learn is directly related to what teaches know and how teachers teach. This is dependent upon on the knowledge, skills and commitments they bring into their teaching lives creating a curriculum as lived piece of their professional puzzle. Moreover, they create opportunities to learn in and from their practice through self-efficacy as well as outside cohorts. Innovative teacher preparation courses, practical evaluation assessment measures and curriculum reforms can be important starting points, but they are meaningless if teachers cannot or do not use them productively. It is a relatively simple concept: if we, as citizens, want to impart and instill the powerful learning lessons to students, then we, as educators, have to increase the powerful learning opportunities for the self-efficacy of teachers. Feiman-Nemser asserts "Conventional programs of teacher education and professional development are not designed to promote complex learning by teachers or students" (2001, p. 1013). The characteristic pre-service teaching preparation program is a feeble interposition when compared with the effectiveness of the schooling the teacher received as well as on-the-job experience, even though it can be a sink-or-swim environment. As shown on Table 42, based on a score of 100 possible points, the highest syllabi score was a 73 in determining whether each of the nine study components were included on the syllabus. Essentially, this was a √ if it was found and an X if not. In reviewing Table 42, only two syllabi earned a passing score leaving 80% of the field syllabi earning a failing grade. If syllabi are failing, then it stands to reason so are teaching preparation programs as both show a feebleness in design quality.

But engaging in rigorous and sustained teacher learning at the epicenter of higher education school reform is a drastic idea. Feiman-Nemser writings that "It challenges

dominant views of teaching and learning to teach. It calls for a major overhaul in provisions for teacher preparation, induction and continuing development. It requires capacity building at all levels of the system" (2001, p. 1014). In addition, no one – not educators, parents, students or the community -- should underestimate the depth or breadth of the mission. As Fullan, Galluzzo, Morris and Watson contend, "We are dealing with a reform proposition so profound that the teaching professional itself, along with the culture of schools and schools of education, will have to undergo total transformation in order for substantial progress to be made" (1998, p. 68). And one of the many transformations can be made in the design of a course syllabus.

Teacher Learning During Pre-service Preparation

Almost 75 years ago, John Dewey warned that preparation was a risky idea when applied to education. Instead, he believed experience should prepare a person for future deeper experiences of a vast quality. He argued that educators should not use the present simply to get ready for the future and that "only by extracting the full meaning of each present experience are we prepared for doing the same thing in the future" (Dewey, 1938, p. 49). This simply means that people get out of their present experience all there is in it for the time they have it. When we overly prepare, the potentialities of the present are scarified to a suppositious future and the actual preparation for the real future becomes distorted. The model of utilizing the present simply to get ready for the future contradicts itself. We live in the here and now, not in the past or the future. By only using the full present meaning of each present experience are we prepared for doing the same thing in the future. In short, attentive care must be devoted to the conditions that give each

present experience a worthwhile meaning. The same care devoted to designing a course syllabus.

Moreover, the beliefs of Dewey still float around the education field today resurfacing for air as needed then going under water again…but they are always there. Sharon Fieman-Nemser discusses this in her article *From Preparation to Practice: Designing a Continuum to Strengthen and Sustaining Teaching* (2001) when she describes that cooperative teachers insist that student teachers need a lot of experience with whole-class teaching since that is what they will be expected to do on their own the following year. Cooperative teachers see a need from institutions that train teachers for a different type of learning tool. Scholarship, such as child study through direct and indirect observations, classroom inquiry, co-planning and co-teaching methods and other forms of assisted performance enhancements, would enable teacher candidates to learn what they are not ready to do on their own yet. Dewey also resurfaces when university instructors try cramming too much information into their courses. They do this "because they believe this is their last chance to influence prospective teachers" (Feiman-Nemser, 2001, p. 1016), which probably is true for the most part. If instructors knew an induction program for the pre-service teachers existed after graduation, then they instead could concentrate on constructing the foundation for creating exceptional teachers with the desire to stay in the profession. The instructor would prepare novices to learn in and from their own practice, while the induction set at the professional level would build upon and extend their knowledge. An example of this would be to redesign the current higher education teacher education program. The teacher candidate would spend three years at college learning the historical, pedagogical and components of quality teaching and a

fourth year in an actual classroom as an instructor (not a student teacher) under the management of a site-based supervising teacher as well as a college instructor. The teacher candidate would face the same daily responsibilities as a certified teacher, but be under constant monitoring and guidance from qualified personnel. After a successful year, they would be approved to sit for the state teaching examination for certification. Thus, by their second year in the classroom they would have around 1,300 professional teaching hours under their belts, rather than the current 250 student teaching hours they earn in a standard teacher preparation program. This is a practical increase of over 400%. The question is not what teacher education programs are doing wrong…it's how can they improve strengthening the teacher candidate for a worthwhile and blissful career as an educator.

Developing Essential Responsibilities

The essential responsibilities of pre-service preparation is to build upon present knowledge of what teachers need to know and care about, thereby shaping what they will do in the classroom to promote considerable learning unto all students. Feiman-Nemser believes "They also reflect the well-established fact that the images and beliefs, which pre-service students bring to their teacher preparation, influence what they are able to learn" (2001, p. 1016). Although Fieman-Nemser discusses the responsibilities separately, when taken together they create five articulate and dynamic schema for initial teacher preparation underlining essential responsibilities. The five essential responsibilities of a pre-service teaching program are: (1) analyzing beliefs and forming new visions; (2) developing subject matter knowledge for teaching; (3) developing understanding of learners and learning; (4) developing a beginning repertoire; and (5)

developing the tools to study teaching (2011, p. 1016-19). A brief definition of each, per Feiman-Nemser, is below along with how they can relate to syllabus personality and construction per the Ohio State University Course Preparation (2012) information.

Analyzing Beliefs and Forming New Visions.

These are the images and beliefs that prospective teachers bring into their pre-service preparation program. Often these images and beliefs will serve as cognitive filters for making sense of the knowledge and experiences they encounter during their preparation work. These also may function as barriers to change by controlling the notions that teacher education students are able to and willing to accept during their preparation tenure. In syllabus construction, forming new visions is found in designing a weekly schedule, while in syllabus personality this is found in providing opportunities for students to personalize the content, stating goals positively and in conveying a desire to help.

Developing Subject Matter Knowledge for Teaching.

If teachers are responsible for helping students learn sustainable knowledge, then they must be acquainted with and comprehend the subject matters they teach. Scholars, in determining what is necessary in order for this to occur, have identified three aspects of subject matter knowledge for teaching: (1) knowledge of central facts, concepts, theories and procedures within a given field; (2) knowledge of explanatory frameworks that organize and connect ideas; and (3) knowledge of the rules of evidence and proof (Shulman, 1986). In syllabus construction, developing subject matter knowledge is found in stating goals clearly and providing a list of student obtained resources, while in

syllabus personality this is found in creating provisions for frequent assessment of student learning.

Developing an Understanding of Learners and Learning.

In order to unite students to age-appropriate subject matter in meaningful ways, prospective teachers must cultivate a pedagogical stance rooted in knowledge of child/adolescent development and fertilized with cognitive learning process. Cognizant perceptions on development and learning substantiated the necessary frameworks for understanding students, designing appropriate learning activities and justifying pedagogical decisions and actions. Additionally, it shaped the seeds of communicating with parents, students, administrators and colleagues. In syllabus construction, developing an understanding of learners and learning is found in providing a description of the activities to perform, while in syllabus personality this is found in conveying respect for students.

Developing a Beginning Repertoire.

Good teachers do many things to promote student learning. "They lead discussions, plan experiments, design interdisciplinary units, hold debates, assign journals, conference with students, set up classroom libraries, organize a writer's workshop, take field trips, and so on" (Feiman-Nemser, 2001, p. 1018). Good teachers have knowledge of and utilize a wide range of approaches to curriculum, instruction and assessment. Furthermore, they have the logical judgment, practical skills and cognitive understanding to decide when, where and how to use when. Wasley, Hampel and Clark (Wasley, Hampel, & Clark, 1997) call this a teaching repertoire and define it as "a variety of techniques, skills, and approaches in all dimensions of educations – curriculum,

instruction and assessment – that teachers have at their fingertips to stimulate the growth of the children with whom they work" (p. 45). This basic repertoire is the beginning of reform-minded teaching, meaning teacher education institutions have a social responsibility to create student curricula allowing them to become familiar with a limited range of good curricular materials. In other words, to know a little about a lot, rather than a lot about a little. This is accomplished through curricula models focusing on several general and subject specific models of teaching, learning styles, classroom management theories, assessment and evaluation measures, philosophical prospective and historical foundations. In syllabus construction, a beginning repertoire is found in providing information about the course and instructor, while in syllabus personality this is found in conveying subject enthusiasm.

Developing the Tools to Study Teaching.

Additionally, pre-service preparation is a time to learn the habits and practice the skills essential for continuing pedagogical scholarship of teaching in the company of educational contemporaries. "Pre-service teachers must come to see that learning is an integral part of teaching and that serious conversations about teaching are a valuable resource in developing and improving their practice" (Feiman-Nemser, 2001, p. 1019). The study of teaching requires skills of planning, doing, observation, interpretation, analysis, re-planning and redoing. Pre-service students, in theory, can begin cultivating these skills by analyzing exemplars of student work, comparing diverse curricular resources, interviewing students to ascertain their rationale, examining how different teachers work toward similar goals and observing what effect they have on students. In syllabus construction, developing the tools to study teaching is found in providing

grading criteria, the schedule and in the resource list for students, while in syllabus personality this is found in conveying student success, clearly specifying assignment and requirements, and varying the assignments according to the type of expertise required.

But, how well are conventional pre-service programs addressing these essential responsibilities needed by teacher candidates and required in the classroom of today?

Critical Appraisal of Conventional Pre-service Programs and Practices

It is general knowledge that most teachers enter the teaching profession through a 4-year undergraduate program that combines academic courses with professional studies or through a 5-year program that focuses exclusively on professional studies. Both routes are conventional in terms of the education of pre-service teachers. Unconventional routes would include a non-education college degree and emergency teaching certification, online alternative certification programs and through no experience, just desire. These, however, will not be discussed, as they are not pertinent to the development of this dissertation. A conventional education preparation program includes courses in educational foundations and general, and sometimes specific, methods of teaching. A course in educational psychology is a staple in edification fundamentals, but courses in philosophy and/or history too often have been replaced with “Introduction to Teaching” course with the instructors often cramming as much information into the curricula during the semester as possible. Furthermore, a vast majority pre-service education programs require a form of supervised practice called “student teaching.”

However, criticisms of these arrangements have occurred on a regular basis from multiple educators in the profession as they cite conceptual and structural problems within the programs (Goodlad, 1994; Howey & Zimpher, 1989; Tom, 1997). Separate

survey courses taught by different faculty in different departments within the same college rarely build on or connect to each other. If there is a connection, then there is a change the student will receive differing information on the same topic adding further confusion rather than strengthening a foundation. Neither case adds up as coherent preparation for teaching. “Without a set of organized themes, without shared standards, without clear goals for student learning, there is no framework to guide program design or student assessment” (Feiman-Nemser, 2001, p. 1020).

Lately, scholars have raised troubling questions about the adequacy of subject matter knowledge held by teachers (Borko & Putnam, 1996). In Texas, for example, educator certifications are public knowledge and accessed with a few clicks of the mouse. Meaning, a parent can view the teaching certificate of the person teaching their child, and some are astonished to find that certification is in a different subject altogether. This does not make sense. Additionally, some studies have revealed that even when teachers do major in their teaching subjects they often have difficulty explaining its basic tenets to others.

Teaching, in general, is under attack as a profession and one of the battlefronts is in the quality of undergraduate education programs in this country. Society agrees that teacher education needs serious attention, but we seem to be deeply divided concerning the nature of what changes need to be made. The survey courses that govern these programs offer restricted opportunities to cultivate profound understanding, critical perspective and to experience firsthand different fields within the educational arena. Thus, it is not unexpected that teachers lack conceptual and connected knowledges of the subjects they teach. As a personal example, my youngest daughter’s third grade Math

teacher has incorrectly marked wrong countless answers to worksheet problems and incorrectly assessed the grades earned. In discussing this with the teacher, her reply was that she was simply using a grading key for evaluation. When asked why she chose method this over working the problems herself, she replied that she did not have the time and that she was not certified to teach Math. In fact, her certification is in Special Education, not general classroom teaching nor in the Gifted and Talented classroom, yet she teaches Math and Science to students identified as being Gifted and Talented. Again, a few click of a mouse is all that is necessary to discover this professional unbalance. From an administrative side, I do understand the possibilities as to why she was assigned to teach this class (while still disagreeing with it), however, a great majority of parents and the public would not leading to harsh words from, negative confrontations between and feelings being hurt of all parties involved – teacher, parents and, more importantly, the student. It is this lack of understanding that plays a significant role in teacher disposition, classroom management and career retention.

Generally, the pedagogy of teacher education courses echoes the pedagogy of higher education courses where lectures, discussions and seat-based learning are the coins of the realm. This type of instructional learning is seen on seven of the 10 syllabi studied. Moreover, unfortunately and much too often, teacher educators do not practice what they preach. For example, a syllabus might state the instructor is willing to help, but in practice this might be between 1-3 p.m. on Thursdays. Either preparation courses are too abstract to challenge deeply held philosophies (as represented by the one-page syllabus), too superficial to foster deep understanding (expresses the opinion of the instructor only) or too menial (lacks cohesiveness to practice) to see any future academic

benefits. All of these rationales reinforce societal and scholar belief that the K-12 classroom is the best place to learn to teach in practice, while the preparation program is the best place to learn to teach in theory.

Promising Programs and Practices

The bad news: Teacher preparation programs are facing major obstacles. The good news: Reformers are beginning to address some of the most familiar ones. In 20 years, organizations like the Holmes Group has accomplished much through discovering weaknesses in teacher preparation programs and creating action plans for future programs. Additionally, institutions with long-standing traditions of innovation in teacher education have made efforts to improve their program development. Yet, despite the alleged sense that teacher preparation is a weak establishment, pre-service programs can and do make a difference. When organized around thematic topics, attentive responsibilities and conceptual framework, these programs tend to intensify the foundational underpinnings of the pre-service teacher. Additionally, another foundational layer of integrated courses and fieldwork will attend to the entering beliefs of students, thus shaping their professional identities and classroom practices (Howey & Zimpher, 1989).

Learning to Teach Over Time

While it is true that some pedagogical teaching knowledge can stem from a university setting, much of what teachers need to know only is learned in the context of professional practice. However, this does not mean that solid professional education only takes place inside of schools and classrooms. What it does mean is that a powerful curriculum focusing on learning to teach should center on the intellectual as well as the

practical tasks of teaching. Additionally, it should focus on the contexts of the work produced by the pre-service teachers. But, it starts with the higher education teacher education program. They must initiate the process of transforming common-sense ideas and experiences of schooling into professional assurances, thus laying a strong foundation in subject matter knowledge for teaching and teacher candidates. And this is accomplished through a compelling course design.

Preparing, inducting and evolving teachers who are genuinely concerned about students, well-versed in their subject matter and excited about learning is essential to the advancement of the K-12 classroom. We know about the projected need for two million teachers in this country and that number is not going to decrease any time soon. And a feature of those two million can be having the foundational underpinnings of a strong teacher education program as provided through a compelling teacher education course and emphasized by a well-designed course syllabus. Now is the best time for assemblages of schools, scholars and university educators to turn the idea of professional learning continuum into a reality (Feiman-Nemser, 2001). And the reality is to re-shape all aspects of a teacher education program into a practical experience and a learning instrument for teacher candidates from the ground up.

Conclusion

Colleges of education accept teacher preparation as their purpose. Schools consent accountability for new teacher induction. And professional development, it seems, is everybody's and nobody's responsibility alike. Therefore, these opportunities often are left up to the teachers themselves. Learning to teach, specifically the style of teaching expected for the standards of today, is a complex and lengthy undertaking. It

necessitates intelligible and connected learning opportunities that bond initial preparation to new teacher induction to continuing professional development. Generating a curriculum for learning to teach over time, affixed in a vision of reform-minded teaching, is contingent upon the contributions of universities, schools, scholars and the public working in conjunction as unified partners during each juncture along the continuum.

CHAPTER 6 – FUTURE IMPLICATIONS

"We are just an advanced breed of monkeys on a minor planet of a very average star. But we can understand the Universe. That makes us something very special."
Stephen Hawking

Many leading-edge thinkers today echo this view of physicist Stephen Hawkin, who expanded on the works and ideas of Albert Einstein. Considered the father of modern physics, Einstein (1879-1955) was a German-born theoretical physicist responsible for developing the Theory of General Relativity leading to a revolution in physics. Considered one of the most prolific intellects in human history, his theories of special and general relativity and his formula for the equivalence of mass and energy, ($E = mc^{2)}$, changed our view forever on time and space, light and gravity and matter and energy. Astrophysicist Neil deGrasse Tyson, while being interviewed by Alan Boyle of MSNBC, said "Einstein was first very public scientist who was visibly active in social causes as well as political causes" (Boyle, 2005). In addition, he was not afraid to speak his mind on controversial subjects such as evolution. Einstein believed evolution was impossible quoted as once saying "God does not play dice." To him, it was spiritually unacceptable that the ultimate nature of reality was randomness.

In popular culture, Einstein is idolized, while the legacy of biologist Charles Darwin is clouded with controversy. According to deGrasse Tyson, Einstein essentially "overturned a so strong established paradigm of science, whereas Darwin didn't really overturn a science paradigm. There was a paradigm there, but it was a gradual process" (Boyle, 2005). The evolution of an idea is there though. A modern understanding of evolution, defined as any change spanning successive generations in the heritable characteristics of biological populations, began with the 1859 publication of *On the*

Origin of Species written by Darwin in which he discusses the process of how evolution potentially can occur.

Called *evolutionary biology*, this occurrence includes mutations, genetic drift and natural selection. And, believe it or not, natural section, which includes three conditions, closely relates to the study of teacher preparation programs, but not in the belief that teaching programs select the best current candidates to become future teachers, but rather in the philosophical stance of the process to re-shape the teacher education program paradigm. Teaching is a part of a deep-rooted tradition dating back hundreds of years. Yet, at the same time the current teacher education field is expected to be part of the change needed to improve upon student knowledge for future endeavors. In other words, in the current we must understand the past in order to create a confident future. The navigation of these contradictory dichotomies can be tough, but an examination of historical theories, such as Darwin's natural selection, can lead to a new way of designing future curriculum programs in teacher education providing greater pedagogical knowledge for the teacher leading to a greater retention of subject matter for the student. A link between Darwin's natural selection and teacher education is provided below.

The first condition of Darwin's natural selection is that heredity material provided to all individuals comes in the form of genes received from their parents, then is passed on to their offspring. In education, the same statement would look like this: The first condition of *teacher education* is that *pedagogical knowledge* provided to all *pre-service teachers* comes in the form of *core curriculum* received from *teacher preparation programs*, then is passed on to their *students*. This is the quintessential goal of a college

of education but it is treated as if everything is formal knowledge. The reality is that most of what teachers use is practical means to pass knowledge to their student offspring.

The second condition of natural selection is that organisms tend to produce more offspring than the environment can support. The same sentence translated in education would be: The second condition of *teacher education* is that *classrooms* tend to *include* more *students* than the environment can support. Empirical evidence and vast amounts of statistical data proves classroom-overcrowding leads to a decline in overall teaching performance.

The third condition of natural selection is that variances exist among offspring because of either the introduction of new genes via random changes called mutations or reshuffling of existing genes during sexual reproduction. And the same sentence stated in education terms: The third condition of *teacher education* is that variances *(in behaviors)* exist among *students* as a consequence of either the introduction of new *curricular material* via random changes called *the standardization process* or reshuffling of existing *teacher attitude* during *the learning process There are many other variances that also could be mentioned here*. In other words, curriculum and teacher attitudes influence student behavior, both positively and negatively, and are reiterated by classroom psychological theories and social science studies.

THE EVOLUTION OF…

The theories of Einstein and Darwin peacefully combine in the education field. This gives hope that the dichotomies of traditional teacher education and the change teacher education is expected to undergo not only support the other, but can live in the curriculum realm as one cohesive instructional plan. With a slight modification to

Einstein's Theory of Relativity, many of the problems in modern physics were solved. With a slight modification to the Darwin's Theory of Evolution, many questions in modern biology were solved. The Theory of Relativity bases its notion that real particle waves (non-tangible) influence and shape our surroundings, while the Theory of Evolution forms its bases on the notion that everything continuously connects to each other (tangible). Merging the notions in the education field and the solution to improve the quality of education (in all facets) becomes simple: work from real, non-tangible influences in a continuously connected, tangible space. But these theories and teacher education are separated by one important facet: teacher education deals with human beings. Therefore, develop teacher education programs to deliver a strong teacher pedagogical foundation in a continuous system of life-long learning opportunities. And this can be accomplished through a compelling course construction and a well-designed course syllabus.

While this undertaking can seem like the proverbial dog chasing its tail philosophy, it is actually more in line with looking at a reflection in a mirror with another mirror. Each one builds upon and contributes to the other. Such is designing a teacher education program. A concrete program is reflected in the course construction, which is reflected in the syllabus design for each course, such as one focusing on classroom management. In this case, the syllabus would reflect historical knowledge and hands-on examples of real-world classroom management strategies emphasizing the course material leading to a reflection of these in the actual classroom. It is a case of seeing how a smile is a reflection of the eyes which is a reflection of the soul.

…The Classroom Management Paradigm…

According to Jere Brophy (1999, pp. 43-44), there are four major teaching functions executed by all exceptional teachers in their work with students in classrooms, which are: (1) instruction; (2) classroom management; (3) disciplinary intervention; and (4) student socialization. Briefly, *instruction* refers to actions taken by the teacher to assist students in mastering the formal curriculum. *Classroom management* refers to the actions taken to create and to maintain a constructive learning environment advantageous to productive instruction. *Disciplinary interventions* are actions taken by the teacher to elicit or compel changes in student behavior before such behavior requires an extinction of the behavior through punishment. In addition, *student socialization* refers to actions taken to influence the personal attitude, social belief, social expectation and behavior of the student and are designed especially to help the student fulfill the responsibility role more productively. The intersection of these four functions forms the basic principles of classroom management. Establishing a classroom for productive instruction embodies more than bulletin boards and student desks. Teachers should consistently apply the management principles instituting a successful learning environment. "Such a classroom has a certain look and feel. It reveals organization, planning, and scheduling" (Brophy, 1999, p. 44). Any management system is incomplete if it is dependent upon teaches to standardize student behavior but chooses not to employ methods for developing self-control practices on the part of the students. This becomes a Do-As-I-Say, Not-As-I-Do learning environment and, too often, this is the way Classroom Management is taught at the higher education level.

In the classrooms, more often than not pre-service teachers told to use the "Don't Smile Until Christmas" method of classroom management as a way of controlling student behavior from course instructors and those in the field. While this is, unfortunately, still the norm, an emergence of systematic research on classroom management is beginning to influence the field. As scholarly attention has begun to focus on more on the topic of classroom management over the last 20 years, teachers are becoming more systematic in their instruction and teaching preparation programs are becoming more theory driven. In addition, while certain emphasis is placed on human psychology (supporting students' self-concepts) and intellectual psychology (interpreting the underlying reasons for students' symptomatic behavior), the primary focus is on theoretical concepts and techniques for bringing behavior under stimulus control, thus eliciting a desired student behavior rather than extinguishing a misbehavior. The belief is the misbehavior will fade away naturally instead.

The classroom knowledge is most proficient when the curriculum is socially constructed allowing for a discourse of reflective discussion and connected content. "Students are expected to strive to make sense of what they are learning by relating it to their prior knowledge and by discussing it with others" (Brophy, 1999, p. 49). Yet only three of the 10 syllabi studied allowed for this type of formal discussion to occur. In other words, while educators believe this sentiment in theory it looks very different in practice. However, merely shifting from teacher talk to a greater use of questioning and discussion does not automatically convert a classroom into a learning community engaged in worthwhile knowledge. "To begin with, discussions should focus on knowledge that is worth learning. Also, as discussion leaners, teachers need to perform

vital functions involved in structuring and scaffolding discussion so as to maintain their coherence and quality" (Brophy, 1999, p. 49). Newmann (1990) uses the term *thoughtfulness* to represent the assets of the discourse that best embodies the assembly of worthwhile knowledge. The thoughtful discourse contains an investigation of a limited number of topics rather than superficial exposure of numerous ones. And Brophy asserts "It is now more important than ever to emphasize that the research indicates that the most successful managers focus on establishing effective learning environments, not on functioning as disciplinarians" (1999, p. 51). And a component of an effective learning environment is the design of the course syllabus.

Going forward in the field of classroom management, there is a need to develop curricula that applies the basic principles of good management and the instructional innovations currently emerging in the field into one cohesive pedagogy method. An example can be seen in the writings of Brophy:

> To ensure that the management system supports the instructional system with various approaches to teaching, a teacher can begin by identifying what students must do in order to engage optimally in the desired learning format, then work backwards from this description of desired students roles to determine what forms of managerial instruction or assistance may be needed (1999, p. 51).

Complementary to this pedagogical shift is a modification of instruction techniques to cooperative-focused and student-focused methods from primarily a teacher-focused method, or a paradigm shift. "The (former) methods allow students more opportunity to display initiative and function autonomously, but they also entail a broader

range of roles and an increased level of responsibility that the students must be prepare to fulfill" (Brophy, 1999, p. 51). Integrating these ideas into a curriculum for pre-service teachers will increase the knowledge base and add to their successes in the classroom. And integrating them into a course syllabus will allow the student to understand exactly what is expected.

However, sustaining this new classroom management paradigm requires a broader understanding of theory itself. The current theoretical shift places the student at the center of a majority of the classroom management models (i.e. COMP, CMCD, Judicial Discipline, Inner Discipline, Cooperative Discipline, etc.). However, this current shift is not a new idea as educational reformers such as John Dewey, Carl Rogers and William Glasser have either been longtime proponents of placing the student as the center of attention or as the object to be shaped by the teacher.

In studying this paradigm shift from teacher-centered to student-centered instruction, Cuban (1990) in *Reforming Again, Again and Again* likens school reform efforts as a swinging pendulum reflecting the social and political patterns in American society. Cuban tells us:

> Reforms do not return again, again and again. Not exactly as before or under the same conditions, but they persist. We can do better by gathering data on particular reforms and tracing their life history in particular classrooms, schools, districts and regions (1990, p. 11-12).

In short, observe what is happening around us as it evolves into a similar, or even a new, species.

However, in the board sense, the life histories of classroom management theories have only been available since the 1960s, which is a small amount of time overall in the education field. Due to this limited research, the profession itself has been slower in developing its knowledge-base about effective and affective classroom management instructional techniques. "However, this limitation seems to be improving with the development of research centers, laboratories, the focus in student learning, and with the elevation of education to the national public agenda," Freiberg stresses (1999, p. 166).

In *Sustaining the Paradigm*, Freiberg asserts, "having an orderly rather than a chaotic environment is a necessary condition for learning for most students…" (Freiberg, 1999, pp. 167-168). It is this order that is the difference between a teacher-centered and a person-centered classroom. It is also this order that is the between a well-designed syllabus and a chaotic one. Nevertheless, as Freiberg warns, "…this is only the beginning" (1999, p. 168). As quoted in Freiberg's *Sustaining the Paradigm* (1999) Carl Rogers expressed the following conviction:

> Granting freedom is not a method, it's a philosophy; and unless you really believe that students can be trusted with responsibility, you won't be successful. Now, you can't build that philosophy out of thin air; you have to build it out of experience (Freiberg, 1999, p. 171).

…As It Relates To Higher Education… .

A casual viewer or reader of the condition of higher education in the news media easily could be confused about the state of American colleges and universities. On the one hand, the picture is overwhelmingly positive. Millions of Americans are attending college and children from around the world are flocking to the United States to

participate in programs developed by college administration. Yet at the same time the public is presented by the media as worried about the rising cost of a higher education degree and some families fear that college will soon be out of reach for their children. According to the 1999 John Immerwahr report *Taking Responsibility: Leaders' Expectations of Higher Education*, college administrators say they are caught between their escalating costs of doing business and greatly limited sources of income. The report states:

> Conservative critics say that tenured radicals have trivialized real knowledge and teaching in favor of endless squabbles about race, class, and gender, while technology-based critics think that our traditional colleges are dinosaurs that will be replaced by commercial vendors of distance-learning (Immerwahr, 1999, p. v).

In determining the concerns of those most involved with decision-making about higher education, Immerwahr and his team surveyed 601 individuals, including professors, higher education deans and administrators, government officials, and business leaders during the fall of 1998. What Immerwahr found most striking from the four groups was the similar perspectives on the strengths of our higher education system and some of the problems it faces. "Specifically, we found widespread consensus on the value of higher education both to society and to individuals, the overall quality of higher education in this country, and the importance of insuring that qualified students will not be priced out of a higher education" (Immerwahr, 1999, p. vi). However, he also found agreement on what the leaders believe to be the most serious problem facing higher education - that many students are not sufficiently prepared to receive a college education. "In theory, our

respondents feel that our society needs more college-trained workers and citizens. But they do not want to do this by lowering the standards for admission and graduation" (Immerwahr, 1999, p. 10). Instead, he writes, colleges should raise admission standards, which would presumably lower the number of people attending colleges. This would lead to a decline in unqualified students getting essential technical training, such a teacher preparation.

However, students have to do their part, too. "For these leaders, access to a college education alone is meaningless if students are not sufficiently motivated to take advantage of it" (Immerwahr, 1999, p. 8). All too often, students regard a college education as some kind of entitlement and voice such beliefs during class instruction. An example of this would be when an undergraduate education student in the CUIN 4375 course verbally demanded a B or better on an assignment simply because she turned it in rather than based on the quality of the work produced. But the work produced was plagiarized from the internet verbatim with no original student thought. When this was pointed out, the student still demanded a B, again, simply because she completed the assignment by submitting it for evaluation. Without designing courses allowing for creative thinking and independent learning, students, in general, seem to be unmotivated to participate in the discourse, complete assignments or gain subject knowledge. For example, Immerwahr writes:

> From the perspective of our respondents, the most critical factor in higher education is the responsibility taken by students themselves. No amount of financial investment in higher education can, in the eyes of these

> leaders, replace the importance of having students who are motivated to advance their own learning (Immerwahr, 1999, p. vi).

In summary, Immerwahr believes higher education should be more efficient and more focused on what the students really need to learn. This comes through designing meaningful courses focusing on student needs, worthwhile knowledge and opportunities for connecting previous knowledge to current learning helping to establish future beliefs. Opportunities for these should be found in a well-designed syllabus.

… And Teacher Preparation Programs.

In November 2010, a panel of expert educators endorsed an across-the-board renovation of current teacher preparation programs in America. Among the calls for action were more practical classroom experiences for pre-service teachers, a heavy reliance on data to identify best practices in pedagogy and a more rigorous accreditation process. According to Kelderman, this panel called The Council for the Accreditation of Educator Preparation (CEAP), the new entity formed when the National Council and the Teacher Education Accreditation Council merged, are:

> vowing to...increase accountability for teacher training, by taking a harder look at not only how prospective teachers perform in college, but also how students of those teachers perform at the elementary and secondary schools where they eventually teach (2012).

The Commission -- comprised of deans of schools of education, critics of teacher education, content experts, P-12 teachers, principals, state policy makers, and public citizens among others -- will focus on outcome data and key program characteristic data. In addition to the greater use of data collected about and on the pre-service/classroom

teacher, the new accreditation standards for teacher education programs also will require programs to increase their standards for recruiting and accepting students further evolving these programs. This component is to "help ensure a supply of candidates who are motivated to enter the teaching workforce, have characteristics associated with teaching success, and who are prepared in areas in which they are needed" (Leibbrand, 2012).

The Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning, in its November 2010 recommendations, stated that it was time to turn teacher education upside-down. It urged for increases in expectations for teacher education programs and for "the expansion of new delivery models in which teacher candidates work more directly in clinical-based settings form the beginning of their preparation" (Leibbrand, 2012). The panel also called for a joint venture between P-12 schools and higher education as both organizations share a responsibility for teacher preparation. This is similar to a plan presented in Chapter 5 with the teacher candidate being the actual classroom teacher supervised by personnel from the K-12 and the higher education settings.

Further vigorous assessments, such as the Teacher Performance Assessment (TPA), will help identify productive teaching practices. "Information from these assessments will inform preparation programs and will provide new data points previously unavailable" (Leibbrand, 2012). Adding to this is the data to study the impact from graduates on P-12 student outcomes. The progression of this evidentiary groundwork will assistance in outlining successful practices and nurture the

transformation of teacher preparation programs so graduates can assist in improving all aspects of P-12 student learning.

The dual mission of accountability and improvement are characterizations of the quality assurance system employed by the CAEP and all decision-making processes are slated to be transparent in nature. Additionally, the CAEP believes that "all educator preparation providers should be subject to the same high standard of quality. To make this possible, one of the tasks of the Commission is to ensure accreditation standards are appropriate for all preparation providers" (Leibbrand, 2012). Support for Commission meetings is provided by TK20, Inc. and Educational Testing Services, while support for outreach is provided by Pearson Publishing Company. However, I have to wonder about the subjectivity of the reports due to the supporting entities in addition a lack of information on how the commission members are chosen.

Resistance to Change

In the short term, it is easier to keep the status quo than to change. At the literary character Dr. Henry Jekyll says though: The only thing constant is change. As long as we test the same and remain of the same testing culture, the history of educational reform and teacher education will remain in the arch of a child's swing rather than an upward spiral. While the swing moves forward, then back to its original state, then back and then returns to the original state again, the spiral reaches continually upward. Whereas efforts in other professions, medicine for example, have ascended upward from primitive and nonproductive to sophisticated and highly successful, education seems to have followed a path that transports it back and forth rather than upward. The adoption of new ideas,

techniques and theories does not occur naturally or willing, however. Successful adoption is the result of hard work, of trial and error and a continual pursuit.

Change is necessary and inevitable altering the landscape of the familiar and comfortable. With each new day, the media bombards us with changes about financial markets, the price of gas, the climate, politics, the environment and the status of the education system. Managing these in such a fragile landscape can be confusing, but managing even small change initiatives while the ground swells can be overwhelming. And the ground is swelling in teacher education programs. Most everyone agrees that change must happen in teacher education. However, society seems to be deeply divided on how to best educate students, let alone who is the best person to oversee the operations of the country itself.

Unfortunately, as change is constant and inevitable, so too is the tendency for employees to feel that change is an indictment of their performance or an unnecessary whim of administration. If this is the case, then colleges of education must be prepared to meet resistance from instructors and students under the new CAEP provisions. "Employees quickly move to *blame* management for the loss of comfortable roles and tasks, seniority, income and, sometimes, jobs rather than take up the challenge of change" (Maltz, 2008, p. 2). As agents of change, colleges of education will be held responsible by its stakeholders to integrate these changes using care, caution and thoughtfulness. Managing any change process is never easy, but it is a necessary part of continuous evolution.

Resistance, as observed by Maltz, comes in two forms - overt and covert. *Overt resistance* is the most noticeable and it is often in the forms of verbal opposition,

disagreements, arguing and debating. "It's most virulent form is when people say 'No!' and flatly refuse to go along with or implement change" (Maltz, 2008, p. 6). *Covert resistance* is an intentional resistance to change, but performed in a way that allows the culprits to seem as though they are not resisting and it comes in two forms: conscious and unconscious. *Conscious covert resistance* is when people are concerned about the consequences of their actions and will agree to the change and then avoid or delay its application. *Unconscious covert resistance* is the most difficult to see and understand as we, as the culprits, are not even aware of our resistance. "When we have trouble understanding or 'hearing' another, 'forget', fail to achieve expected results, become ineffective, become ill, avoid for no apparent reason, etc., we may be unconsciously resisting the process of change" (Maltz, 2008, p. 6). Although covert resistance provides no visible discord, it is still successfully undermines change efforts as when transformation processes are at work.

Maltz believes that at the heart of resistance is a fear of loss and resistant behaviors is a result of this fear. When things change, people begin to worry about what they might lose. Things like a loss of a job, income, reputation, turf, influence, routine, identity and dreams will all contribute in encouraging this fear to grown. These losses are real and involve real feelings, beliefs and emotions that are brought to life when confronted with letting go of the known during a transition period and replacing it with the unknown. The outcomes of known are predictable. The outcomes on the unknown are not. "We have come to understand how this fear of loss disables our ability to be fully dedicated to any change" (Maltz, 2008, p. 7).

Resistance is natural though. Maltz believes the most difficult task of any group is to simultaneously explore its dynamic process (including resistance), perform its work, explain itself to stakeholders, evaluate the transition, make adjustments and integrate these adjustments on an endless circular scale, which is something successful colleges of education will plan for when reshaping their teacher education programs.

Final Thoughts

Both teacher education and classroom management have a firm grasp in the K-12 American classroom and higher education settings. These grasps will not be easy to undo whether through repairing the individual elements of the system or by completely replacing it all together. Moreover, once either it is determined to repair or replace the system, the changes will be even harder apply, explain and maintain.

In the short term, productive classroom management skills appear to resolve the issue of how to control student behavior for the positive. However, for it to remain long term, proficient classroom management requires teachers to exert greater levels of control using methods that are more and more advanced. It seems teachers are providing more student incentives, but receiving fewer effects resulting in students expecting to receive awards/rewards to comply with what should come naturally. In short, they have a need to continuously receive positive reinforcements for normal, expected behaviors, while at the same time possess a sense of entitlement in what they should strive to achieve. Their internal locus of control (self-efficacy) shrinks due to a reliance on an external locus of control (teacher-centered environment). In addition, this external locus of control employed by the teacher delivers insufficient opportunities for students to witness the use

of internal behavior in others and even fewer opportunities to experience self-discipline, which leads to higher order cognition, one of the goals of teacher education.

More often than not, pre-service teaching instructors teach about proficient ways to teach others while at the same time modeling the complete opposite to their students. This is not a Do-As-I-Say mentality, but rather conscious versus subconscious in form, the ultimate definition of mixed messages. It is no wonder the teachers being produced recently by teaching education programs are in a state of confusion when they arrive to the classroom. Moreover, this is the main reason the paradigm needs to shift immediately. Teachers are unprepared to manage a learner-control classroom and resort to using dictator-like control techniques to accomplish this task instead. An example of this is again with the third grade Math/Science teacher of my youngest daughter. As one student needed an eraser and another on provided such, the teacher took recess away from both stating they were not to help each other in any way. No prior indications of malice intent ever had been present; this was just one student being kind to another one having recess taken away. In other words, a positive learner behavior met with a negative learner punishment dictated by the teacher.

And in a world that necessitates flexibility, independence and self-discipline, 21st Century classrooms tend to model the opposite. How well the paradigm shift in teacher education is sustained over the next 20 years rests with the ability of its developers, with colleges of education and with education instructors to create worthwhile courses and syllabi reflecting real results and failures, over real time, in real classrooms and with real students and real teachers. Sustaining the paradigm also will need inclusions for the social and political changes of the society, while also maintaining a loyalty to

fundamental principles, central philosophies and historical perspectives. This can be accomplished through a compelling course design.

PROPOSED PERSONAL FUTURE STUDIES

As a child, I was encouraged to ask questions about anything and try everything at least once. Whatever subject I was interested in I was allowed to explore. I was taught always to keep the door open, as you never knew what was going to come through next, and to never burn bridges, as you never knew when you were going to need to cross them getting to the other side. These lessons have stuck with me and I am passing them on to my daughters.

As the formal (terminal degree) academic chapter closes in my life, I am awe-struck by the intersection created in my very different career paths. First, I wanted to be an investigative reporter, obtained a degree in Journalism from one of the most respected universities and found a job reporting for one of the most watched television stations in a major market. Yet, after being there for over a year, I realized the reporter's life was not for me. It was cynical, full of pettiness and thrived on the negative. I learned to research, interview and the importance of quotations to strengthen the point of the story. Second, I wanted to be a lawyer, took the LSATs, was admitted to one of the most respected law schools in southeast Texas and was a week away from starting law school when I had serious doubts about this profession, too. After spending eight years, beginning at age 15, working for lawyers, the majority were self-righteous creatures whom loved the "gotcha" aspect of being lied to and helped people for the billable hours rather than for the good of human spirit. I learned the value of knowing that past history makes good future plans, to write persuasively, to argue fairly and be non-judgmental. Third was

teaching but I did not want to do that. It was only after I substituted for a short time that I realized this was a passionate place of positive learning. This was my calling…and teaching is a calling. I want to help others learn about the professional and to design worthwhile curriculum that reshapes the field producing better teachers for my daughters, which is why I entered into the doctoral program in the first place. Listed below are a few places I can start these future endeavors:

For the Texas Higher Education Coordinating Board

Some 70 percent of the three million teachers teaching in the classroom today attended as undergraduates a specific school that prepared them to teach children. By virtue of sheer numbers, teacher preparation programs seem a likely subject of study for reformers. However, surprisingly, there is not much research available providing answers to what future teachers are learning in schools of education. Educators David Steiner and Susan Rozen discovered this fact as well in 2005. In *Skewed Perspective*, Steiner (Winter 2005) discussed his project with Rozen evaluating course syllabi at selected schools of education across the country:

> Our results were first presented as part of a Washington conference, sponsored by the American Enterprise Institute and the Progressive Policy Institute, then published as a chapter in the 2004 book, *A Qualified Teacher in Every Classroom*. We intended our work to be a first step in responding to the need for useful data about schools of education (Winter 2005).

Steiner believes that almost all research to date about the quality of teacher preparation is based on decidedly aggregated data making no distinctions between education schools, interviews with faculty or interviews with pre-service teachers.

Steiner and Rozen reviewed a sample of 16 schools of education and focused on initial certification programs. Within these programs, they focused on the professional sequence of courses required for initial certification because these are designed to prepare prospective teachers for teaching. The syllabi analyzed were in the domains of education foundations, reading and general methods courses as "these domains form the heart of the education mission. If schools of education are essential, as their defenders argue, it is here that we would find evidence of the fundamental pedagogical skills that such schools provide" (Steiner, Winter 2005). In total, they reviewed 165 course syllabi, but they focused on what the courses consisted of as discovered in the syllabi rather than the actual components of the well-designed syllabus itself.

Using the same criteria set forth by Steiner and Rozen, I would like to analyze the syllabi at all Texas public universities for the Texas Higher Education Coordinating Board offering an undergraduate degree in education. This would be highly beneficial to colleges of education, especially in the dawning of the instilment of the CAEP provisions for accountability in higher education teaching preparations programs around the corner. Additionally, colleges of education would have a better understanding of where their program stands in relation to other like universities offering the same degree. To a university, this information can be invaluable as decisions can be made affecting enrollment incentives, program changes and degree requirements leading to the future success of the college of education and to the university combined. To the Texas Higher

Education Coordinating Board, this information can provide valuable insights into the achievements/non-achievements of colleges of education at Texas public universities.

For a University Undergraduate Teacher Education Program

Specifically at a college of education, I would like to do three things. First, I would like to analyze current course syllabi against the future CAEP standards. This would provide the college of education and the university in general an advantage in the teacher preparation field as certain aspects could be applied before the provisions become requirements. Second, through this analysis, a new teacher education program can be developed and I would like to be involved in this creation. Having knowledge of the CAEP provisions and how they compare with current ones offered at the university would make me a valuable member to have on development the team. Third, I would like to analyze the college of education syllabi in component design as presented in this dissertation. This would provide the college administration a better understanding of strengths and weaknesses in their syllabi and instructor guidance in order to develop and integrate pieces for improvement leading to a better teacher education program overall.

For General Study #1 – Syllabi Study on the Stages of Teacher Education and Darwin's Natural Selection

This study would incorporate the stages of teacher education as they relate to the theory of natural selection. First, a discussion would occur on the three stages of teacher education – initial teacher education, induction and teacher development – along with the three states of natural selection – information comes from within, more offspring is produced that can be supported and variances exist among offspring – and then a connection between the two would be established. At that point, using the information

from both fields, an analysis of syllabi would take place. The purpose of this would be to establish the belief that the stage of teacher education and of natural selection are linked through philosophical credences and that these credences are instrumental in designing a competent course syllabus.

For General Study #2 – Study Analyzing Learning Taxonomies Found in Course Syllabi

An enthralling student-centered learning environment requires a different thought process from instructors and students. Simply more than just covering the requirement content, the goal of student-centered instruction is to increase intentionally the intellectual development of the students. "This involves changing the way students think and encouraging them to confront what they believe in light of facts and evidence" (Lee, 1999). Students only programmed to recall content must alter their current views as the only way to gain knowledge. This includes also changing their perception of the role of instructor and of themselves as learners. "Moving from dualism to a more sophisticated relativist perspective, students begin to understand that knowledge is context dependent and that we can judge the merits of ideas, information, and values based on criteria" (Lee, 1999). Progressively, they began to view their responsibility as a learner to think independently, and the instructor is the link between the curriculum and this process.

Beginning in the late 1950s, attempts to dissect and classify the varied domains of human learning have occurred resulting in three widely accepted domains studied today: cognitive (knowing, head), affective (feeling, heart) and psychomotor (doing, hand/body). The resulting attempts generated a series of taxonomies within each individual domain as a way to explain the natural relationships found within the domain

hierarchy itself. These taxonomies deal with the varied aspects of human learning and are highly valuable in the development of course construction and syllabus design. The following provides a brief overview of each taxonomy.

Bloom's Taxonomy of the Cognitive Learning Domain.

Bloom’s Taxonomy is a classification of learning objectives within education proposed in 1956 by a committee of educators chaired by Benjamin Bloom and were designed to improve communication between educators on the design of curricula and examinations. The goal was to develop a taxonomy of educational objectives to measure the cognitive domain of human behavior. These objectives, as related by Thomas (2004), relate to levels of learning and learning at the lowest levels must be achieved in order to master the higher levels. The six levels of learning (from lowest to highest) are: (1) knowledge; (2) comprehension; (3) application; (4) analysis; (5) synthesis; and (6) evaluation.

Kratwohl’s Taxonomy of the Affective Domain.

Affective learning is confirmed by observing behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility. The ability to listen and respond in interactions with others as well as the ability to demonstrate those attitudinal characteristics or values which are appropriate to the situation also play in important role within the affective domain. Krathwohl's Taxonomy of the Affective Domain describes how an individual processes and internalizes learning objects on an affective, i.e. emotional level. As stated by Thomas (2004), this taxonomy consists of the following five levels: (1) receiving; (2) responding; (3) valuing; (4) organization; and (5) characterization by value or value set.

Psychomotor Taxonomies for Physical Learning Domains.

Several published taxonomies of the psychomotor domain exist, yet none are accepted widely as a standard across multiple fields. However, two taxonomies are standing at the forefront of this domain: Harrow's Taxonomy, Simpson's Taxonomy and Thomas' Taxonomy. Developed in 1972 by Anita Harrow, Harrow's Taxonomy focuses on the physical ability of a person. Originally established for children with special physical needs, it is best suited for assessing an ability to perform a task or activity or to sports or recreation activities than to the typical physical activities performed in the workplace. It consists of the following six levels: (1) reflex movements; (2) basic fundamental movements; (3) physical activities; (4) physical activities; (5) skilled movements; and (6) non-discursive communication.

Simpson's Taxonomy, established by Elizabeth Simpson in 1966, is concerned with the progression of a skill from guided response (i.e. doing what you are told to do) to reflex or habitual response (i.e. not having to think about what you are doing). The habitual response precedes the origination response, the highest level (i.e. invention of a new way to perform a task). This taxonomy, as related by Thomas (2004), consists of the following seven levels: (1) perception; (2) set; (3) guided response; (4) mechanism; (5) complex; (6) adaption; and (7) origination.

The taxonomies can help explain not only the natural relationships found within the classroom environment, but also within the course construction and syllabus design. By using these as a basis for data points within a syllabus, varied aspects of the value of human learning can be discovered. College faculty are hired because of their discipline expertise and are sometimes unfamiliar with important pedagogical theories that

contribute to effective learning. These taxonomies of the learning domains can be used as evaluation measures to aid universities in helping to identify and/or define the gaps in instructor guidance and knowledge. Furthermore, the results can be useful in course construction and syllabus by the instructor.

For General Study #3 – Public Consumption of Fictional Material Based on Educational Reform Measures Set in Modern Day

I love books. I love to read books. I love to write books. As Thomas Jefferson once said "I cannot live without books." I resemble this remark.

Using this love, I would like to see how society would react to a fiction book using the facts as some of the biggest reform movement principles in education system, but written in a current day setting. In short, if these events were to happen again in current day, what would be the outcome? For example, using the 1925 Scope Monkey Trial as a basis (formally known as *The State of Tennessee v. John Thomas Scopes)*, I would like to write a novel in which a teacher is accused of violating a state law regarding the teaching of a specific subject matter, for example sex education. What would happen to the teacher in question today? How would he be viewed in the eyes of society -- as a hero or a law breaker? And how would society that reads the book view the fictionalized events?

Another example would be to use the case of *Santa Fe Independent School District v. Doe* from 2000 that said a student cannot use a school's loudspeaker system to offer student-led, student-initiated prayer. Since the school owned the loudspeakers, this was considered, by law, to be a school-sponsored event, which violated the Establishment Clause of the First Amendment. But what if the school sold the loudspeakers to a private

party…would this violate the First Amendment then? What would the three students that originally sued the district do? And how would the public respond?

And what about *Tinker v. Des Moines* (1969) that said students do not leave their rights at the schoolhouse door. In this case, Mary Beth Tinker and her brother wore black armbands to school to protest the Vietman War, but, fearing a student disruption to learning, the administration prohibited wearing such armbands. The Tinkers were expelled when they failed to comply, but the Supreme Court ruled their actions were protected by the First Amendment. What if the school expelled them anyway? What if they weren't protesting anything, but instead simply making a fashion statement? Or what would have happened if their armbands were worn around their ankles instead? Would society support what the students did or would they deny their existence?

Then there is the *Hazelwood v. Kuhlmeier* case of 1983, a case I am familiar with from both the student and the teacher perspectives. This case said that administrators can edit the content of school newspapers. In the case, the principal of Hazelwood East High School edited two articles in the school newspaper, *The Spectrum*, that he deemed were inappropriate. The student reporters argued that this violated their First Amendment right to freedom of speech, but the Supreme Court disagreed stating that administrators can edit materials that reflect school values. However, who determines these values? Inappropriateness stems from values and beliefs, so, in essence, the principal was imparting his personal beliefs and values on the students. If Tinker says a student does not leave their rights at the door, then Hazelwood stomps on Tinker saying the rights do not include freedom of speech either. From the perspective of a student, I was a reporter for my junior high and high school newspapers. At both levels, the principals specifically

spoke to the staff stating he would not censor any material we wrote so long as it was responsible reporting and we were willing to accept the consequences of our actions from the student body. And while some high school stories did cross the line, the principal never censored the material. However, while teaching the high school subject of Newspaper, the principal did censor stories on a regular basis. Most of the story lines censored dealt with school ranking (factual evidence) or news reports about the school, like students trying to break in to hack into the computer system and change their grades (reported by the local media). So, what would happen if principals did censor inconsequential stories, like losing a football game or a debauched theatre production? Or what would a school newspaper look like if no censorship were there at all?

CONCLUSION

Albert Einstein believed that randomness did not exist and that everything happened for a scientific reason. Charles Darwin believed that evolution took place allowing species to redesign their beings in order to make best use of the available nature. While these two men have vastly different views on how we developed as human, the basis of both theories can work together in education. Randomly utilizing classroom management techniques will produce chaos and confusion stealing valuable instructional time from the class as a whole. With instruction time shortened, the teacher will either skim over the entire curriculum unit required to be taught or provide the students with deep knowledge about a small portion of the unit. The first will not allow the students for form a solid foundation of learning in order to connect future knowledge; the latter will hinder the students as they attempt to gain a deeper understanding of the material. By simply evolving, we are solely focused on future prospects and pay no attention to past

events. In education, this is the equivalent of always trying to improve curriculum and pedagogy without reviewing the past for what has already been done and analyzing its success versus failure record.

Teacher education preparation programs need to undergo a radical change in order to best prepare pre-service teachers to teach at the K-12 setting. These changes should include curriculum improvement, accountability measures and teaching instruction. By improving aspects at the higher education setting, teachers will be serve students in the way of academics leading to an increase on standardized tests and, more importantly, a deeper understanding and great retention of academic and social knowledges. One of the first steps in this improvement is to analyze all course content and syllabi at a given college of education. This will ensure material needing to be built upon is and content is even across courses. A second step would be for a college of education to analyze their program in relation to other college of educations in like positions. This would allow the college to discover hidden positives and negatives about their own program and to design and apply improves based on such leading to a stronger teaching preparation program. A third step is to be ahead of the curve in applying CAEP standards prior to being required to do such. This would allow the college to have more time to adjust to the new provisions increasing their real data scores when the time comes to collect such by the CAEP team.

In classroom management, some sort of consensus needs to be reached among the constructionists and behaviorist camps. Applicable classroom management is not about the individual theorists and their egos; it is about the students having more time to enjoy the process of learning created by proficient classroom management techniques. Too

many theorists simply take a theory component, rename it and then lay claim as its creator. Answering questions such as *What does competent classroom management look like?* and *How do we know?* form the beginning of what pre-service teachers should be taught during their tenure in a teaching program. Adding to the basis would be practical application experiences and opportunities for individual pedagogical development of personal classroom management techniques to include in their teaching repertoire.

And both of these goals can be achieved through being open to change, a willingness to try new ideas and potentially fail, an ability to collect and analyze data and in being honest with the next generation of teachers.

That is why I entered the doctoral program - To help the next generation become stronger, more competent and happier teachers shaping and guiding the great minds of tomorrow… like those of my daughters.

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APPENDIX A

RATIONALE LETTER TO PIERSON CONCERNING THE ORIGINAL CREATION OF CUIN 4375 CLASSROOM MANAGEMENT

Nichole Hertel

2114 Meadow Park Circle
Missouri City, Texas 77459
Home (281) 416-3200
Email: nikihertel@slcglobal.net

July 3, 2008

Dr. Melissa Pierson, associate professor *Via Email*
Director of Teacher Education, EC-4 QUEST Director
University of Houston
College of Education
4800 Calhoun Rd.
Houston, TX. 77004

Re: Tentative CUIN 4375 Classroom Management Syllabus for the Fall 2008 Semester

Dear Dr. Pierson,

Attached please find the final version of the tentative CUIN 4375 Classroom Management Syllabus for your review for use beginning in the Fall 2008 semester. As you will notice, there is a "Sample" watermark currently on the pages which will need to be removed when finalized. Additionally, the words in the color red are meant for the instructor of record to replace with their personal information. The only exception to this is the Mini-Exam dates on the Course Outline. These are meant to be left in the red color for emphasis to the students.

Several previous syllabi were used in the creation of this document as listed: (1) the working syllabus for CUIN 4375 created by Bonnie Roberts; (2) the working syllabus for CUIN 3202 Content-Focused Teaching created by yourself; (3) the syllabus for CUIN 6372 Generic Teaching Strategies created by Dr. Jerome Freiberg; and (4) the working syllabus for CUIN 6375 Teacher Researcher created by Dr. Cheryl Craig. At times, direct verbiage was borrowed from the syllabi listed above. When that occurred and where appropriate, direct reference was made. I felt this was important for undergraduate students to see on their syllabus as it directly correlates with the academic honesty policy established by the university as well as models appropriate referencing for the students. Additionally, a reference list was provided at the end of the syllabus as further modeling.

Over the course of this project, I met with two current Classroom Management instructors, interviewed one former instructor and interviewed one expert in the field of Classroom Management research. Each added to the development of this syllabus by providing the most current methodologies, theories, projects and assignments available. Additionally, five texts books were reviewed for this course. The textbook which encased the best selection of topics in a most workable undergraduate format is *Classroom Management: Models, Applications and Cases* (2007) written by M. L. Manning and K.T. Busher published by Pearson Publishers. Additionally, Pearson Publishers has made available to instructors lesson plans and Microsoft Power Point presentations online free of charge. The other required class material from the students is a book of their choosing, as explained further in the syllabus.

The following is a brief outline of the rationale which shaped this syllabus:

- The heavy reading is at the beginning of the course to allow the students to have more classroom time available to produce their final project (Classroom Management Plan).
- The mini-exams are sectioned into the publisher's guidelines.
- There are three class days blocked at the end of the syllabus for work on the Classroom Management Plan, even through only two classes are actually needed. The extra class can be used for any holiday which falls during the semester.
- The Course Theme of "Collaboration" was printed in purple as the color represents power; i.e. empowering the students in their own personal learning.
- The students are provided a section to record their grades received in an effort to eliminate unnecessary student assessment apprehension as well as giving the students a strategy to be in control of their own learning needs.
- There is an emphasis placed on Reflective Journals as these are a tool to begin the process of reflective practice.
- The Volume Review Paper and Presentation assignment is a higher-level thinking assessment. The paper will facilitate the student in being a critical analyst. The presentation will provide them a safe environment to present their volume. This assignment will provide the basis of a critical friends group.
- The volume chosen is from the list provided. However, I believe there are too many choices for the students. And yet I was unsure of which volumes to eliminate.
- The QUEST Professional Attributes are included in this syllabus as I believe they are essential in becoming a mature professional as well as will aid the students as an educator.
- The Classroom Management Plan Paper and Presentation is a derivative from Bonnie Roberts' syllabus. The paper will further develop the students' cognitive abilities in becoming a critical analyst. The presentation will provide the students another opportunity to teach their fellow peers, will supply the peers with additional knowledge, and will present an opportunity for professional learning communities to continue. Additionally, the overall objective for this assignment is for the students to create a future reference guide to use when in their own classroom environment.
- The assignments assessments are developed in various ways for two reasons: (1) to make sure the students' grades are the most representative of their abilities; and (2) to provide the students several options for assessment in their own classrooms.
- This syllabus does not include any direct instructional methods as this should be the option of the instructor of record.

This project has been so enlightening and rewarding to me on multiple levels. I have enjoyed every single aspect that I considered creating this syllabus and the challenging thoughts it created in me. I sincerely appreciate your consideration for this project and am very appreciative.

Grateful regards,

Nichole Hertel

Nichole Hertel, M.Ed.

APPENDIX B

ORIGINAL FALL 2008 COURSE OUTLINE CREATED IN SUMMER 2008

University of Houston College of Education

COLLABORATION
FOR LEARNING & LEADING

Classroom Management

CUIN 4375.xxxxx
UH – Campus Location
Semester, Year
Meeting Time; Room #

Professor: *Insert Name Here*
Office Location: *Insert Office Information Here*
Office Hours: *Insert Office Hours Here*
Email Address: *Insert Email Address Here*

Required Texts:

(1) Manning, M. L., & Bucher, K. T. (2007). *Classroom management: Models, applications, and cases* (2nd ed.). Upper Saddle River, NJ: Pearson.

(2) Book/Text/Novel of the student's choosing *(list attached)*

Recommended Texts:

(1) Freiberg, H. J. (Ed.). (1999). Beyond behaviorism: Changing the classroom management paradigm. Boston: Allyn and Bacon

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Relationship to the University of Houston, College of Education's Conceptual Framework:
Learning and *leading* are central to the University of Houston's mission, and *collaboration* for learning and leading is the foundation to the education for pre-service and in-service teachers. *Collaboration for learning and leading* in CUIN 4375 is embedded in the focus of knowledge and inquiry, the attention given to excellence in teaching, the respect demonstrated for diversity, the emphasis on interactions between public schools and higher education, the expectation that students will work collegially with one another on group projects and classroom activities, and the development of presentation and instructional skills.

Statement on Course Materials:
The following items will be needed for this course throughout the semester. The earlier you acquire these items the more time you will have to become familiar with them prior to their actual use. We will be using the following items: (1) required textbook; (2) student choice of book/text/novel for review; and (3) materials of your choosing for class papers and presentations.

Course Description:
This is a three-hour undergraduate course which will focus on an introduction to effective classroom management techniques with emphasis on behavior modification, socioemotional climate, and group process strategies. In an interactive classroom environment, together we will

uncover and study theories of classroom management, practice research-driven methods to create a well-managed classroom, produce functional tools for future use in your classroom, and discover the theorists behind these successful techniques. This course will explore the methods and practices to utilize in elementary and secondary classrooms. The educational and tangible materials received during this course are meant to aid you in developing your own classroom environment style. It is my goal to have this course evolve for you from just another class to take to an invaluable resource for you during your professional career as an educator.

ADA Statement:
When possible, and in accordance with 504/ADA guidelines, we will attempt to provide reasonable academic accommodations to students who request and require them. Please contact The Center for Students with DisABILITIES, 307 Student Services Center, at (713) 743-5400 or via email at www.uh.edu/csd/contact for more assistance.

Additional Course Policies and Procedures:
The following information is designed to help the course run smoothly. The instructor reserves the right to make additions and adjustments when and where needed as necessary.

Assessment Criteria:
This class is a graded course. The numerical letter assessment established by The University of Houston breakdown is as follows:

Numerical Grade	*Letter Grade*
95-100	A
90-94	A -
87-89	B +
84-86	B
80-83	B -
77-79	C +
74-76	C
70-73	C -
65-69	D
60-64	D-
Below	F

uncover and study theories of classroom management, practice research-driven methods to create a well-managed classroom, produce functional tools for future use in your classroom, and discover the theorists behind these successful techniques. This course will explore the methods and practices to utilize in elementary and secondary classrooms. The educational and tangible materials received during this course are meant to aid you in developing your own classroom environment style. It is my goal to have this course evolve for you from just another class to take to an invaluable resource for you during your professional career as an educator.

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90-94	A -
87-89	B +
84-86	B
80-83	B -
77-79	C +
74-76	C
70-73	C -
65-69	D
60-64	D-
Below	F

Course Objectives:
The learner will:

- *Describe and compare various theories and theorists of classroom management;*
- *Create methods to establish effective rules and procedures;*
- *Employ methods to involve students in establishing rules, procedures and related disciplinary actions;*
- *Demonstrate an appropriate mental set for classroom management;*
- *Analyze the role of interpersonal and intrapersonal communications to classroom management;*
- *Compare the roles your students will in the smooth functioning of the classroom;*
- *Propose methods to enhance students' sense of responsibility for their behavior and learning;*
- *Explain and rate methods to teach students self-management and control strategies;*
- *Assemble engaging curriculum, instruction, and assessment to successful classroom management programs; and*
- *Design a practical classroom management plan for future implementation within the classroom.*

Attendance Policy:
Regular attendance of the class from start to finish is expected as is *appropriate* and *informed* class participation. There is a maximum of three (3) absences allowed in this course and your attendance will count in your final course grade. If you miss two classes prior to the Official Reporting Day, you will be dropped from the class roster without notice (see the syllabus for the exact date). If you must miss our class for a valid reason, please let me know via email prior to the class. You are still responsible for the knowledge acquired during the missed class. Chronic tardies will impact your final grade as well. I am professional and on time and will expect the same from you.

Academic Dishonesty:
The University of Houston defines academic dishonesty as "Employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by the university or a course instructor to fulfill academic requirements" (UH Student Handbook, 2007, p. 10). This includes the confidentiality of the other students in this course, research school/research participants involved in your assignment work and any analytical notes (ex. reflections) produced during this course. Additionally, whether intentional or unintentional, plagiarism, i.e. "representing as one's own work the work of another without appropriately acknowledging the source" (University of Houston, 2007) will not be tolerated. Students are expected to do original work. Penalties will include failure of the entire assignment and referral to the department chair for consideration of additional action, which may include failure of the course and suspension from the university.

Course Theme:

COLLABORATION!

Collaborative communication is critical!! If you have questions, ideas, concerns, or anything at all, PLEASE feel free to discuss this with me in class or email. We are a team in learning. ☺

Assignments Information and Assessment Value:

Assignment Title	Possible Points Available	Actual Points Received
◻ Classroom Observation Report	10	
◻ Final Exam: CM Chapters 1-15	25	
◻ Classroom Management Plan	30	
◻ Reflection Journals	10	
◻ Volume Review & Presentation	15	
◻ Attendance, Preparation and Participation	10	
TOTAL POINTS AVAILABLE	***100***	

All work, including the required readings, is due at the **beginning** of class on the specified due date. All assessment rubrics are included with this course outline. Any assignment turned in after the due date is considered to be late. Late work will be dropped a letter grade. If a major issue arises, please let me know ASAP so we can work something out together.

Reflective Journals are given routinely by the instructor during class time and are due at end of class the same day. Additionally, you will need to write four (4) reflections outside of class after each assignment due. These will be due at the beginning of the following class, should be typed and be between 1-2 pages in length. Predetermined topics, personal observations, and class questions can be included in your reflection journals. All reflections will be responded to promptly. Point value per piece determined by the total amount of journal opportunities given by the instructor. It is strongly recommended that as you read professional literature, including our text, and begin to plan and execute classroom lessons, that you record your reflections. The ability to reflect on what you learn, what you want to learn, and what you will learn is an integral part of being a successful educator.

Point Value: 10 points

Classroom Observation Report is a mini-paper in which you record your classroom management observations during a live class. The class you observe must be within the PreK-12 grade breakdown and you must spend at least one (1) hour in the classroom with a professional teacher. You will need to make the arrangements for this assignment – it will not be arranged through the University of Houston College of Education. Observation Reports should be written with standard grammar, punctuation, and spelling and be between 2-4 pages in length. A "page" is a full standard text page of 12-point double-spaced Times New Roman/Courier font, and left-justified with 1-inch margins. Refer to the APA Style Manual if you are uncertain about formatting. More information is available at http://www.apastyle.org/styletips.html. *You will be provided a cover sheet with the rubric for this assignment.* **Do not include your name on this sheet**. This should be a professional document, with no colored pages or unnecessary graphic decoration. You must include a minimum of two (2) references.

Point Value: 10 points

The **Final Exam** will be developed from student generated questions pertaining to the information discovered through the course of reading the required text. Each student will submit higher-leveled questions based on their readings to be reviewed by the instructor. During the following class, the instructor will provide the students with five questions that will be on the exam. The students will answer each question at home and turn in the exam on the specified due date. Each question is worth five (5) point.

Point Value: 25 points

Volume Review and Presentation is a mini-paper and presentation about a book/volume chosen from the list below. This assignment is worth an aggregate of 15 total points.

Volume Review is a paper due at the time of your individual in-class presentation. You may provide your classmates with a copy of this paper, but it is not necessary. This paper should be written with standard grammar, punctuation, and spelling and be between 3-5 pages in length. A "page" is a full standard text page of 12-point double-spaced Times New Roman/Courier font, and left-justified with 1-inch margins. Refer to the APA Style Manual if you are uncertain about formatting. More information is available at http://www.apastyle.org/styletips.html. *Please include a coversheet with your name and PeopleSoft number, class name, and title of the assignment.* This should be a professional document, with no colored pages or unnecessary graphic decoration. Additional references may be included by are not necessary. This assignment is worth a 15 total points.

- *The First Days Of School: How To Be An Effective Teacher* by Harry K. Wong and Rosemary T. Wong
- *Schooling America: How the Public Schools Meet the Nation's Changing Needs* by Patricia Albjerg Graham
- *Life in Classrooms* by Philip W. Jackson
- *How to Behave So Your Preschooler Will, Too!* by Sal Severe

Journals for Research/References (Tier 1 Journals): *This is a only a partial list.*

- Teachers College Record
- American Journal of Education
- Curriculum Inquiry
- Elementary School Journal
- Journal of Curriculum Studies
- Journal of Educational Research
- Journal of Legal Education
- Review of Educational Research (AERA)
- Review of Research in Education (AERA)
- Teaching and Teacher Ed
- Reflective Practice
- Study of Teacher Education
- Educational Researcher
- Educational Leadership (ASCD)
- Journal of Higher Education

Journals for Research/References (non-Tier 1 Journals)

- International Journal of Education and the Arts (online)
- Your professional content area organization publication
- Your association's periodicals (NEA, AFT, etc.)

Attendance, Preparation and Participation is exactly what it means. This section will be divided into the following:

Attendance	=	*4 points (objective)*
Preparation	=	*3 points (subjective)*
Participation	=	*3 points (subjective)*

Additionally, your grade will be determined by the Professional Attributes set forth in the Q.U.E.S.T. (Quality Urban Education for Students and Teachers) program listed below (QUEST: Quality Urban Education for Students and Teachers, 2008). This is included in the subjective measurements.

Point Value: 10 points

QUEST Professional Attributes:

1. **Demeanor**: The student demonstrated positive attitudes in interactions with teachers, peers, UH instructors, staff, and pupils.
2. **Responsibility**: The student completed assigned tasks in a responsible manner.
3. **Maturity**: The student displayed maturity and poise in task completion and human-human interactions.
4. **Cooperation**: The student displayed a positive willingness to work with peers, site teachers, and faculty.
5. **Flexibility**: The student displayed a willingness and ability to adapt to changes in events, conditions, activities, and tasks.
6. **Appearance**: The student's dress was appropriate and professional.
7. **Attendance & Punctuality**: The student was regular and punctual.
8. **Initiative**: The student displayed independence in starting and completing activities, products, and tasks.
9. **Awareness of Individual Differences**: The student recognizes and empathizes with human differences in ethnicity, gender, physical ability and intellectual ability.
10. **Patience**: The student displayed an ability to be patient in activities and/or in human-human interactions.
11. **Tactfulness**: The student displayed the ability to recognize and compensate for the feelings and self-esteem of others.
12. **Enthusiasm**: The student displayed energy and enthusiasm for the activities.
13. **Organization**: The student displays monitors and controls time materials and product due dates.
14. **Creativity**: The student synthesizes theory and practice into new personalized adaptations and applications.
15. **Written Communication**: The students written products are clearly written and legible, reflecting appropriate spelling, grammar, punctuation, syntax and format.
16. **Oral Communication**: The student's oral communication reflects appropriate voice and speech delivery.
17. **Professionalism**: The student recognizes, seeks and applies the best theory, research and practice in professional activities.
18. **Reflective Practitioner**: The student reflects and evaluates professional experiences with constructive criticism.
19. **With-it-ness**: The student exhibits simultaneous awareness of all aspects of the learning environment.
20. **Technology**: The student demonstrates the appropriate use of technology in classroom and professional contexts.

QUEST: Quality Urban Education for Students and Teachers, 2008

Classroom Management Plan Paper and Presentation (CMP)
Through your work for this course, you will be drawn to ideas about how to best manage your classroom. There is no one right method and teachers develop their own styles of classroom management over time. In fact, a classroom management plan (CMP) remains a work-in-progress as teachers develop their own style according to their experiences and the classes they teach. The purpose of this assignment is to begin the process of developing a management style that works *for you*. This assignment is worth a total summation of 30 points.

The CMP Portfolio/Paper should be written with standard grammar, punctuation, and spelling and be at least five (5) pages in length. A "page" is a full standard text page of 12-point double-spaced Times New Roman/Courier font, and left-justified with 1-inch margins. Refer to the APA Style Manual if you are uncertain about formatting. More information is available at http://www.apastyle.org/styletips.html. *Please include a coversheet with your name, PeopleSoft number, class name, and title of the assignment.* This should be a professional document, with no colored pages or unnecessary graphic decoration. At appropriate points throughout your CMP, please refer to the relevant theorists, models, and programs that we have discussed in this course. Please include at least three supporting references. This assignment is worth 20 total points (added to your presentation grade).

The CMP Presentation will be given in class on the last two scheduled class days. A pre-made lesson plan with objectives will work very well in creating an exciting presentation. It should be between 15-20 minutes long and include some form of a visual aid (like a Power Point). Additionally, you will need to provide an interactive class handout regarding your presentation. The presentation assignment objective is for each student to have a quick reference guide to refer to in the future. This assignment is worth 10 total points (added to your paper grade).

Point Value: 30 total points

Presentations will be given in class on designated days per the course outline. A pre-made lesson plan with objectives will work very well in creating an exciting presentation. It should be between 10-20 minutes long and include some form of a visual aid (like a Power Point). Additionally, you will need to provide an interactive class handout regarding the book. Think about the following when organizing your presentation: (1) Have I included basic information about the book, topic, author?; (2) What sort of research did you uncover concerning the effectiveness of the topic?; and (3) What benefits exist for the elementary, middle and high school levels? The presentation assignment objective is for each student to have a quick reference guide to refer to in the future. This assignment is worth 15 points.

Your overall grade for this assignment will be an average of the paper grade and the presentation grade. For example, if you scored a 13 on the paper and a 12 on the presentation, the average would be 12.5 points out of a possible 15 points.

Students will choose one (1) book from the list below to read and present to the class.

- *Beyond discipline: From compliance to community* by Alfie Kohn
- *Those Who Teach Do More: Tribute to American Teachers* by Linda Evanchyk
- *If You Don't Feed the Teachers They Eat the Students: Guide to Success for Administrators and Teachers* by Neila A. Connors
- *Designing Teacher Study Groups: A Guide for Success* by Emily Cayuso, Carrie Fegan, and Darlene McAlister
- *Educating Esme: Diary of a Teacher's First Year* by Esmé Raji Codell
- *How to Talk So Kids Will Listen & Listen So Kids Will Talk* by Adele Faber and Elaine Mazlish
- *How To Talk So Kids Can Learn* by Adele Faber and Elaine Mazlish
- *How to Talk so Teens Will Listen and Listen so Teens Will Talk* by Adele Faber and Elaine Mazlish
- *How to Talk So Your Kids Will Listen* by H. Norman Wright
- *How to Talk So People Listen: Connecting in Today's Workplace* by Sonya Hamlin
- *How To Talk So Kids Can Learn At Home And In School - What Every Parent And Teacher Needs To Know* by Adele and Mazlish, Elaine with Nyberg, Lisa and Templeton, Rosalyn Anstine Faber
- *Teach Like Your Hair's on Fire: The Methods and Madness Inside Room 56* by Rafe Esquith
- *The Essential 55: An Award-winning Educator's Rules for Discovering the Successful Student in Every Child* by Ron Clark
- *The Courage to Teach* by Parker Palmer
- *25 Ways to Keep Your Child Safe, Healthy and Successful: Lessons from a School Counselor* by Michelle Farias
- *Survive Your First Year Teaching* by Jenna H. Bradford
- *The Unschooled Mind: How Children Think And How Schools Should Teach* by Howard Gardner
- *Frames Of Mind: The Theory Of Multiple Intelligences* by Howard Gardner
- *Choice Words: How Our Language Affects Children's Learning* by Peter H. Johnston
- *The Power of Our Words: Teacher Language that Helps Children Learn* by Paula Denton
- *Teach with Your Strengths: How Great Teachers Inspire Their Students* by Rosanne Liesveld, Jo Ann Miller, and Jennifer Robison
- *Qualities of Effective Teachers, 2nd Edition* by James H. Stronge

- *The First Days Of School: How To Be An Effective Teacher* by Harry K. Wong and Rosemary T. Wong
- *Schooling America: How the Public Schools Meet the Nation's Changing Needs* by Patricia Albjerg Graham
- *Life in Classrooms* by Philip W. Jackson
- *How to Behave So Your Preschooler Will, Too!* by Sal Severe

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- Reflective Practice
- Study of Teacher Education
- Educational Researcher
- Educational Leadership (ASCD)
- Journal of Higher Education

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Point Value: 10 points

QUEST Professional Attributes:

1. **Demeanor**: The student demonstrated positive attitudes in interactions with teachers, peers, UH instructors, staff, and pupils.
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QUEST: Quality Urban Education for Students and Teachers, 2008

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Point Value: 30 total points

References in the Development of this Syllabus:

Craig, C. J. (2008, Summer). CUIN 6365 Teacher research. *Course Syllabus* . Houston, TX: The University of Houston.

Freiberg, H. J. (2007, Fall). CUIN 6372 Generic teaching strategies. *Course Syllabus* . Houston, TX: The University of Houston.

Manning, M. L., & Bucher, K. T. (2007). *Classroom management: Models, applications, and cases* (2nd ed.). Upper Saddle River, NJ: Pearson.

Manning, M. L., & Bucher, K. T. (2008). *Pearson Prentice Hall Companion to Text.* Retrieved June 25, 2008, from Welcome to the Companion Website for Classroom Management: Models, Applications and Cases.: http://wps.prenhall.com/chet_manning_classroom_2/47/12136/3106954.cw/index.html

Pierson, M. E. (2008, Spring). CUIN 3202 Content-focused teaching: Integrating technology into the classroom. *Course Syllabus* . Houston, TX: The University of Houston.

QUEST: Quality Urban Education for Students and Teachers. (2008). (University of Houston) Retrieved June 26, 2008, from UH College of Education: http://www.coe.uh.edu/quest/attributes.cfm

Roberts, B. (2008, Spring). CUIN 4375 Classroom management course outline. *Course Syllabus* . Houston, TX: The University of Houston.

UH Student Handbook 2007-2008. (2007). Retrieved June 26, 2008, from http://www.uh.edu/dos/pdf/2007_2008_Handbook.pdf

University of Houston. (2007, Sept 17). (U. o. Houston, Producer) Retrieved June 23, 2008, from Graduate Catalog Online: http://www.uh.edu/grad_catalog/garr/def_plagiarism.html

Tentative Course Outline:

Week	Class Date	Topics for Class Discussion/Activities	Assignment Introduced	Required Reading
Week 1	X	In-Class: (1) Introduction to the Course (2) Why is Classroom Management Needed? **Due: Textbook**	Volume Review	◻ Ch. 1
Week 2	X	In-Class: (1) The Founding Fathers of Classroom Management (2) Assertive Discipline (Lee & Marlene Canter) **Due: Bring Volume to Review to Class**	Classroom Observation Report	◻ Ch. 2 ◻ Ch. 3
Week 3	X	In-Class: (1) Democratic Teaching (Dreikurs)		◻ Ch. 4
Week 4	X	In-Class: (1) Congruent Communication (Ginott) (2) Instructional Management (Kounin) **Due: Volume Review Presentations & Paper**		◻ Ch. 5 ◻ Ch. 6
Week 5	X	In-Class: (1) Discipline with Dignity (Curwin & Mendler) (2) Positive Classroom Management (Jones) **Due: Classroom Observation Report**		◻ Ch. 7 ◻ Ch. 8
Week 6	X	In-Class: (1) Evaluation of the Course Part I (2) Inner Discipline (Coloroso)		◻ Ch. 9
Week 7	X	In-Class: (1) Consistency Management & Cooperative Discipline (Freiberg) **Due: Volume Review Presentations & Paper**		◻ Ch. 10
Week 8	X	In-Class: (1) Judicious Discipline (Gathercoal) (2) Theorists: Albert, Evertson & Harris, Johnson & Johnson, Nelson, Lott & Glenn, Kohn		◻ Ch. 11 ◻ Ch. 12
Week 9	X	In-Class: (1) In the Beginning…Discussion of CMP Progress	Classroom Management Plan	No reading

Week 10	X	In-Class: (1) Creating a Safe Learning Environment **Due: Volume Review Presentations & Paper**		◻ Ch. 13
Week 11	X	In-Class: (1) Developing Your Personal CM Philosophy (3) Applying Your CMP to Your Classroom (2) In the Middle…Discussion of CMP Progress **Due: Final Exam Questions**		◻ Ch.14 ◻ Ch. 15
Week 12	X	In-Class: (1) In the End…Discussion of CMP Progress (2) Evaluation of the Course Part II		No reading
Week 13	X	In-Class: (1) Classroom Confidence Training (2) Review *Beyond Behaviorism* **Due: Volume Review Presentations & Paper**		*Beyond Behaviorism*
Week 14	X	In-Class: CMP Presentations **Due: Classroom Management Plan Presentations** **Due: Final Exam**		No reading
Week 15	X	In-Class: CMP Presentations Cont. **Due: Classroom Management Plan Presentations**		No reading
Week 16	X	In-Class: CMP Presentations Cont.		No reading

Important Dates to Remember:

(Change to whatever dates pertain to the semester this syllabus is used in)

9/1/08	No School – Labor Day Holiday
9/8/08	Last Day to Drop/Withdraw from a Course without a Grade
11/4/08	Last Day to Drop/Withdraw from a Course with a "W"
11/26/08 - 11/29/08	Thanksgiving Holiday
12/6/08	Last Day of Classes
12/8/08 - 12/18/08	Reading Period (rainy day makeup)
12/19/08	Official Closing for Fall 2008 Semester

Rubrics Reference

Grading Rubric for the Classroom Observation Report:

- Background and Description: *1 point* _____
  - Introduce the classroom and teacher (and students, if needed).
- Design: *2 points* _____
  - Discuss the strategy used by the teacher.
  - Provide the background of the strategy.
  - Describe a specific incident involving the strategy.
  - Why did the teacher use this strategy?
- Pattern: 3 *points* _____
  - What do you notice about what you saw?
  - What was interesting or surprising? Why?
  - What other strategy could have been used by the teacher? How would it have changed the outcome of the situation?
- Conclusion: *3 points* _____
  - How will what you learned impact your teaching?
  - What are the next steps you see for this person, or ways you could use the teaching strategy, or recommendations you could make for improvement?
- Formatting: *1 points* _____

Total Points Received _____

Adapted from Pierson, 2008

Grading Rubric for Volume Review Paper:

	☹	Value		☺	Score
Volume Topic Overview	½ pt.	1pt.	1½ pts.	2 pts.	
About the Author	½ pt.			1 pt.	
What did you learn?	½ pt.	1pt.	1½ pts.	2 pts.	
Impact of Volume on Elem., Middle & High Schools	½ pt.	1pt.	1½ pts.	2 pts.	
Reflection	½ pt.	1pt.	1½ pts.	2 pts.	
Formatting Guidelines Followed	½ pt.			1 pt.	
Total Score and Comments					

Grading Rubric for Volume Review Presentation:

	½ Point	1 Point	2 Points	3 Points	Score
Organization	The class cannot understand your presentation because there is no sequence of information.	The class has difficulty following your presentation because presenter jumps around.	You present information with some logical sequence which the class can follow.	You present information in a fully logical sequence which the class can follow.	
Knowledge of the Volume	You do not have a grasp of the basic tenets, concepts, and features of the volume; you cannot answer questions about your topic.	You are uncomfortable with the basic tenets, concepts and features of the volume and are able to only answer rudimentary questions.	You are at ease with expected answers to all questions concerning the basic tenets, concept, and features of your volume, but fail to elaborate.	You demonstrate full knowledge by answering all class questions with explanations and elaborations.	
Research and/or Application of the Volume	You do not provide any research on and/or applications of the volume topic.	You provide limited research on and/or application of the volume topic.	You provide adequate research on and/or application of the volume topic.	You provide thorough and deep research on and/or application of the volume topic.	
Learner Engagement	This class is not engaged in the presentation via activities (discussion, group work, etc…anything to have the class involved and engaged).	This class is engaged in a limited manner in the presentation via activities.	This class is engaged in an adequate manner in the presentation via activities.	This class is engaged in a thorough and meaningful manner in the presentation via activities.	
Use of Materials and/or Visuals	You use unnecessary materials and/or visuals or none at all.	You occasionally use materials and/or visuals that rarely support text and presentation.	Your materials and/or visuals relate to volume topic and presentation.	Your materials and/or visuals explain and support presentation.	

Adapted from Freiberg, 2007

Grading Rubric for CMP Paper:

	☹		Value		☺		Score
Includes a Philosophical Statement: Describes your beliefs about classroom management. Reinforces your philosophical statement with a description of what you believe to be your teaching styles and how this related to your choice of theory, program, etc….	½	1	1½	2	2½	3	
Room Arrangement Map(s): Includes different types of activities including a student seating arrangement, teacher desk, resources, displays, etc. Provides a rationale of your choice of arrangement(s). This is a diagram and a description.	½	1	1½	2	2½	3	
Classroom Rules/Norms: How are they determines? What might they include? How are the communicated to students, parents, administrators, etc.?	½	1	1½	2	2½	3	
Classroom Procedures: How do you begin and end days/periods? How will you deal with transitions and interruptions? What instructional strategies will you use that may require specific rules and procedures and how will you implement theses?	½	1	1½	2	2½	3	
Differentiation for Special Populations (learning Disabilities, ESL, learning Styles, etc.): Describe how you intent to encourage and respond to all students – whatever your perception of their learning in your classroom. What techniques are you going to use to maximize the effectiveness of your classroom management? Refer to specific techniques that we have discussed as well as others?	½	1	1½	2	2½	3	
Student Roles in Classroom Management: What steps or initiatives will you utilize in order to involve students in managing the classroom?	½	1	1½	2	2½	3	
Formatting Guidelines Followed	½		1		½	2	
Total Score and Comments							

Adapted from Roberts, 2008

Grading Rubric for CMP Presentation:

	½ Point	1 Point	2 Points	3 Points	Score
Organization	The class cannot understand your presentation because there is no sequence of information.	The class has difficulty following your presentation because presenter jumps around.	You present information with some logical sequence which the class can follow.	You present information in a fully logical sequence which the class can follow.	
Knowledge of the Classroom Management Strategy	You do not have a grasp of the basic tenets, concepts, and features of the Classroom Management Strategy; you cannot answer questions about your topic.	You are uncomfortable with the basic tenets, concepts and features of the Classroom Management Strategy and are able to only answer rudimentary questions.	You are at ease with expected answers to all questions concerning the basic tenets, concept, and features of your Classroom Management Strategy, but fail to elaborate.	You demonstrate full knowledge by answering all class questions with explanations and elaborations.	
Research and/or Application of the Classroom Management Strategy	You do not provide any research on and/or applications of the Classroom Management Strategy topic.	You provide limited research on and/or application of the Classroom Management Strategy topic.	You provide adequate research on and/or application of the Classroom Management Strategy topic.	You provide thorough and deep research on and/or application of the Classroom Management Strategy topic.	
Learner Engagement	This class is not engaged in the presentation via activities (discussion, group work, etc…anything to have the class involved and engaged).	This class is engaged in a limited manner in the presentation via activities.	This class is engaged in an adequate manner in the presentation via activities.	This class is engaged in a thorough and meaningful manner in the presentation via activities.	
Use of Materials and/or Visuals	You use unnecessary materials and/or visuals or none at all.	You occasionally use materials and/or visuals that rarely support text and presentation.	Your materials and/or visuals relate to Classroom Management Strategy topic and presentation.	Your materials and/or visuals explain and support presentation.	

Adapted from Freiberg, 2007

APPENDIX C

LETTER FROM PRESIDENT KHATOR REGARDING HURRICANE IKE

Dear Faculty, Staff and Students
— September 24, 2008

We are 10 days beyond Hurricane Ike and even though many of us continue to be without power and challenged by difficult situations, it is time to look in the rear view mirror.

The decision to open the University Tuesday, Sept. 16, has upset many. I am writing to acknowledge your messages and, in the spirit of transparency, answer two fundamental questions: how emergency decisions are made in general, and why this particular decision was made.

How emergency decisions are made in general

The University of Houston has two documents that guide our management of an emergency and the recovery afterward: the Emergency Management Plan and the Continuity of Business Plan. Both plans are monitored by an Emergency Management Committee consisting of 55 members from all walks of university life – plant operations, security, academic affairs, student affairs, research, advancement, deans, faculty, staff, and students. When an emergency occurs (or a critical situation arises like in the case of Ike), a small group of emergency management personnel called the Emergency Management Team (EMT) begins to meet to secure the campus and monitor the situation regularly.

The president is kept informed by the head of the EMT. When the situation reaches a level requiring the president's decision (such as opening and closing of the university), the group involves the president and presents a comprehensive assessment (including physical conditions, residence halls, academic operations, security, city conditions etc.). Based on these assessments and other external assessments as available, the president decides to open or close the campus.

Why the decision to open early was made

Since the ultimate decision to open or close the university rests solely with the president, I take full responsibility for making the call to open on Tuesday.

On Sunday evening, Sept. 14, the assessment from the team was generally positive -- the campus was functional (electricity was working and with the exception of the Architecture building, there was minimal structural damage), city and county staff were called in to work on Monday, and academic operations were declared to be ready to begin on Tuesday. Each member of the EMT gave his or her assessment based on the best information available to them at the time. I made the decision based on the best information available to me at the time.

We had three options in front us: (1) close the campus and force every one to stay out; (2) open the campus and force everyone to come in; and (3) open the campus and allow people to make individual choices based on personal situations but without fear of penalty. During our discussion today with the Faculty Senate, some suggested we should have opened the campus for "services only," but this option wasn't really available to us. Either the campus is functional and therefore ready to carry on its educational mission or it is not functional and should be closed. Universities that have kept their campus closed specifically declared it unsafe and forced people

to stay out. Rice University, in an area with many large trees down, also opened that campus and held classes Tuesday. Some schools have, however, allowed faculty/staff to come in one day earlier than students to clean up and prepare for learning.

As you know, we opted for option 3.

I thought it was the best choice because it would allow people to come in to their Cougar home to attend classes, find air-conditioning, get their cell phones charged, use computers, get hot meals, help each other, and finally, to start to think about helping those who fared less well. Many messages were sent out letting students know of the no exam/relaxed attendance policy, as well as to encourage people to come to the campus only if they felt safe to do so.

We all know that the best thought-out plans do not always guarantee the expected results. What were the obstacles? Our preliminary analysis points to the following three areas:

1. Our communications systems were not designed to adequately address a scenario where vast numbers of us had no power, and therefore, no access to email, limited cell phone functionality or access to TV news reports. We quickly learned that a message sent was not necessarily a message received. Televisions and radio were only offering brief three or four word messages on what was open/closed. Three-quarters of our faculty and staff members were not registered for emergency PIER text messaging. And the vast majority of us had no power to view the Web site. The result was that most people either had no information or had partial information. They knew the University was opening but did not know about the flexibility that they had.
2. Our primary assumption did not hold up – people did not fully understand "individual flexibility" since we had never exercised it before under these circumstances. Staff members continued to call with questions about what we meant, and how they should log their leave time. Eighty-nine percent of the students surveyed in a class of 300-plus said they were worried about their exams and attendance.
3. It became very difficult for professors and students to operationalize the intended "flexibility." Some did not have the tools to exercise it (professors did not have cell phone numbers of their students to inform them if they could not make the class), and others did not know what material they should or should not cover in class.

The end result was mixed: some felt frustrated and some felt comforted.

So, what was the right time to open the University? Even in the rear view mirror, it would be difficult to reach a consensus. Several veterans on managing hurricane emergencies that I consulted told me that "Anytime you have a complex research university with multiple groups (experimental researchers, lots of doctoral students, a significant number of residential students, and a vast number of students who commute) no matter what you do, half the people will be unhappy."

As I told everyone in our meeting today, I think the decision I made last week made 90 percent of the people unhappy!

During the next several weeks, my cabinet and I will continue to work with the deans, the Faculty Senate, the Staff Council, and the Student Government Association to receive feedback and suggestions to improve our processes and decision-making. It is important that we review and share the "lessons learned" from this experience. I will share that information with you in the coming weeks, and will continue to add suggestions to the list as we receive them.

I told the Faculty Senate today that in spite of the challenges Ike threw our way, I am happy to serve as your president and very proud to be a Cougar. We have all learned much during these past few weeks, including me. Thank you for your candid input and collegiality.

Renu Khator
President

APPENDIX D

SPRING 2009 SYLLABUS FOR CUIN 4375 CLASSROOM MANAGEMENT

University of Houston
College of Education

COLLABORATION
FOR LEARNING & LEADING

Classroom Management

CUIN 4375 Section 29980
UH – Sugar Land
Spring 2009
Tues. 8:30–11:30 a.m. Room # _____

Instructor: Nichole Hertel, M.Ed.
Email Address: nikihertel@sbcglobal.net

COURSE INFORMATION

Required Materials:

- Manning, M. L., & Bucher, K. T. (2007). *Classroom management: Models,applications, and cases* (2nd ed.). Upper Saddle River, NJ: Pearson.
- Your choice of book/text/novel for review *(list attached)*

Course Description:

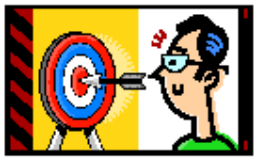
This is a three-hour undergraduate course which focuses on effective classroom management techniques including behavior modification, socio-emotional climate, and group process strategies. Together we will uncover and study theories of classroom management, practice research-driven methods to create a well-managed classroom, produce functional tools for use in your future classroom, and discover the theorists behind these successful techniques. This course will focus on methods and practices utilized in both elementary and secondary classrooms. The knowledge gained through this course will be an invaluable resource for you during your professional career as an educator.

Relationship to the University of Houston, College of Education's Conceptual Framework:

Learning and *leading* are central to the University of Houston's mission, and *collaboration* for learning and leading is the foundation to the education of pre-service and in-service teachers. *Collaboration for learning and leading* is embedded in CUIN 4375 with the focus of knowledge and inquiry, the attention given to excellence in teaching, the respect demonstrated for diversity, the emphasis on interactions between public schools and higher education, the expectation that students will work collegially with one another on group projects and classroom activities, and the development of presentation and instructional skills.

Course Objectives:

The learner will:



- Describe and compare various theories and theorists of classroom management;
- Discover methods to establish effective rules and procedures;
- Employ methods to involve students in establishing rules, procedures and related disciplinary actions;
- Demonstrate an appropriate instructor mental set for classroom management;
- Analyze the role of interpersonal and intrapersonal communications in classroom management;
- Compare the roles your students can use in the smooth functioning of the classroom;
- Propose methods to enhance students' sense of responsibility for their behavior and learning;
- Explain and rate methods to teach students self-management and self-control strategies;
- Assemble engaging curriculum, instruction, and assessment to successful classroom management programs; and
- Design a practical classroom management plan for future implementation within the classroom.

Attendance and Tardy Policy:

Regular attendance of this class from start to finish is expected as is *appropriate* and *informed* class participation. If you must miss class for a valid reason, please let me know via email prior to the class. It is your responsibility to find out what you missed by asking another student. If you miss two classes prior to the Official Reporting Day, you will be dropped from the class roster without notice (see the syllabus for the exact date) as per the policy of the university. More than two (2) absences or tardies from this course are considered excessive and will be factored into your final course grade. This class begins promptly at 8:30 a.m. Arriving between 8:31 and 9:00 a.m. will result is an automatic tardy. Arriving after 9 a.m. will be marked as an absence. Punctual attendance is an important attribute of a professional educator; not being in your classroom before your students is not a very good way to start the learning day.

UNIVERSITY of HOUSTON POLICIES

ADA Statement:

When possible, and in accordance with 504/ADA guidelines, we will attempt to provide reasonable academic accommodations to students who request and require them. Please contact The Center for Students with DisABILITIES, 307 Student Services Center, at (713) 743-5400 or via email located at www.uh.edu/csd/contact for more assistance.

Academic Dishonesty:

The University of Houston defines academic dishonesty as "Employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by the university or a course instructor to fulfill academic requirements" (UH Student Handbook, 2007, p. 10). This includes maintaining the confidentiality of the other classmates in this course, research school/research participants involved in your assignments, and any analytical notes (ex. reflections) produced. Additionally, whether intentional or unintentional, plagiarism, i.e. "representing as one's own work the work of another without appropriately acknowledging the source" (University of Houston, 2007), will not be tolerated under any circumstances. Penalty for this will be, but is not limited to, failure of the specific assignment, referral to the department chair, failure of the course, and/or suspension from the university.

Incomplete Grades:

Sometimes students enter a course thinking that they can take an "incomplete" (I) if they do not complete the course requirements on time. The grade of "I" is a conditional, temporary grade given when the student is passing a course but, for reasons beyond his or her control, has not completed a relatively small part of his or her requirements. After a year on your record, an "Incomplete" in a course automatically becomes an "F."

ASSESSMENT CRITERIA

This class is a graded course. Grade distribution is calculated from the total accumulated points of learning products and participation and is based on the following 100 point scale.

Numerical Grade	*Letter Grade*
100-96	A
95-90	A -
89-87	B +
86-84	B
83-80	B -
79-77	C +
76-74	C
73-70	C -
69-65	D
64-60	D-
59-0	F

Assignment Information and Assessment Value:
All tangible work, including the required chapter readings, is due at the **beginning** of class on the specified due date. All electronically submitted work is due to my email address by midnight on the specific date due. All assessment rubrics are included with this course outline. Late work will be accepted up to two days late with a reduction of 10 percent on your specific assignment grade. Any work not turned in after two days will automatically become a zero (0) in the grade book. Assignments will not be returned to students until each student has had an opportunity to submit their work for assessment.

Honest and open communication with me is critical. If an unforeseen exigency arises, please let me know as soon as you can in order to be better able to assist you in your needs.

Data Storage:
While we know that technology failures happen, they will not be accepted as a reason for not turning in assignments. Make sure you back-up all of your files on an external hard drive, CD-RW or a flash drive frequently so that you do not lose your work.

General Guidelines for Written Work:

All work should be written using standard English grammar, punctuation, and spelling and adhere to the approximate length guidelines given for each assignment. A "page" is a full standard text page of 12-point double-spaced Times New Roman/Courier font, left-justified and with 1-inch margins all around. The College of Education uses APA Style, not MLA, for formal essays, which is what we will be producing in this class. Please refer to the APA Style Manual if you are uncertain about formatting. More information is available at www.apastyle.org. Each assignment is a professional document and should be submitted as such, i.e. no colored paper or unnecessary graphic decoration.

Assignment Summary	Possible Points Available	Actual Points Received
◻ Reflective Journals	10	
◻ Group Presentation of Text Chapter	10	
◻ Professional Literature Review*	25	
◻ Classroom Management Plan & Presentation	40	
◻ Final Exam	5	
◻ Attendance, Preparation and Participation	10	
TOTAL POINTS AVAILABLE	***100***	

Reflective Journals topics are given routinely by the instructor during class time and are due at end of class the same day. Additionally, you will need to write reflections outside of class and submit them electronically. Predetermined topics, personal observations, and class questions can be included in your reflection journals. The ability to reflect on what you learn, what you want to learn, and what you will learn is an integral part of being a successful educator. *Point Value: 10 points*

Group Presentation of Text Chapters is a small group cooperative learning exercise. As a group, you will be responsible for teaching your fellow classmates about a specific chapter assigned from our textbook. Your group presentation must include a component for each of the three types of learning styles that you will encounter in your future classroom (_____,_____, and _____). Additionally, it will need to also include a technology element and be between 30-45 minutes in length. *Point Value: 10 points*

Professional Literature Review is a mini-essay critique about a professional educational book chosen from the list below or approved by the instructor. This paper should be between 3-5 pages in length. Also, you will need to develop a pseudo professional development seminar for existing educators which presents your literature choice and your discoveries. The pseudo-seminar should be 20 minutes in length (it will not be presented in class, but rather to be kept for your educational portfolio). *Please include a coversheet with your name and PeopleSoft number, class name, and title of the assignment.* See the attached rubric for more information on this assignment. *Point Value: 25*

Professional Literature Review Choices

- *Beyond discipline: From compliance to community* by Alfie Kohn
- *Those Who Teach Do More: Tribute to American Teachers* by Linda Evanchyk
- *If You Don't Feed the Teachers They Eat the Students: Guide to Success for Administrators and Teachers* by Neila A. Connors
- *Designing Teacher Study Groups: A Guide for Success* by Emily Cayuso, Carrie Fegan, and Darlene McAlister
- *Educating Esme: Diary of a Teacher's First Year* by Esmé Raji Codell
- *How to Talk So Kids Will Listen & Listen So Kids Will Talk* by Adele Faber and Elaine Mazlish
- *How To Talk So Kids Can Learn* by Adele Faber and Elaine Mazlish
- *How to Talk so Teens Will Listen and Listen so Teens Will Talk* by Adele Faber and Elaine Mazlish
- *How to Talk So Your Kids Will Listen* by H. Norman Wright
- *How to Talk So People Listen: Connecting in Today's Workplace* by Sonya Hamlin
- *How To Talk So Kids Can Learn At Home And In School - What Every Parent And Teacher Needs To Know* by Adele and Mazlish, Elaine with Nyberg, Lisa and Templeton, Rosalyn Anstine Faber
- *Teach Like Your Hair's on Fire: The Methods and Madness Inside Room 56* by Rafe Esquith
- *The Essential 55: An Award-winning Educator's Rules for Discovering the Successful Student in Every Child* by Ron Clark
- *The Courage to Teach* by Parker Palmer
- *25 Ways to Keep Your Child Safe, Healthy and Successful: Lessons from a School Counselor* by Michelle Farias
- *Survive Your First Year Teaching* by Jenna H. Bradford
- *The Unschooled Mind: How Children Think And How Schools Should Teach* by Howard Gardner
- *Choice Words: How Our Language Affects Children's Learning* by Peter H. Johnston
- *The Power of Our Words: Teacher Language that Helps Children Learn* by Paula Denton
- *Teach with Your Strengths: How Great Teachers Inspire Their Students* by Rosanne Liesveld, Jo Ann Miller, and Jennifer Robison
- *Qualities of Effective Teachers, 2nd Edition* by James H. Stronge
- *The First Days Of School: How To Be An Effective Teacher* by Harry K. Wong and Rosemary T. Wong
- *Schooling America: How the Public Schools Meet the Nation's Changing Needs* by Patricia Albjerg Graham
- *Life in Classrooms* by Philip W. Jackson
- *How to Behave So Your Preschooler Will, Too!* by Sal Severe

Classroom Management Plan Paper and Presentation (CMP)

Through your work for this course, you will be drawn to ideas about how to best manage your classroom. There is no one right method and teachers develop their own styles of classroom management over time. In fact, a classroom management plan (CMP) remains a work-in- progress as teachers develop their own style according to their experiences and the classes they teach. The purpose of this assignment is to begin the process of developing a management style that works *for you*. *This assignment is worth a total summation of 40 points*.

- The CMP Paper should be approximately five (5) pages in length. *Please include a coversheet with your name, PeopleSoft number, class name, and title of the assignment.* At appropriate points throughout your CMP, please refer to the relevant theorists, models, your literature review, and programs that we have discussed in this course. Please include at least three supporting references. Please see the attached rubric for more specific information. This assignment is worth 30 total points (added to your presentation grade).

- The CMP Presentation will be given in class on the last three scheduled class days. It should be no longer than 10 minutes and include some form of a visual aid (like a Power Point, Smart Board, video, etc.). Additionally, you will need to provide a handout to the class to aid them in understanding your CMP. Please see the attached rubric for more specific information. This assignment is worth 10 total points (added to your paper grade).

The **Final Exam** will be developed in-part from knowledge pertaining to the information discovered through this course. It will be of reflective in nature and be submitted for assessment via electronically to my email address. The topic will be given toward the end of the semester. *Point Value: 5 points*

Attendance, Preparation, and Participation is exactly what it means. This section is divided into the following categories:

- *Attendance* = *4 points (objective)*
- *Preparation* = *3 points (subjective)*
- *Participation* = *3 points (subjective)*

Additionally, your grade will include an assessment of your Professional Attributes. These will be based on the Professional Attributes laid out by the QUEST program and are listed below. This assessment is included in both subjective measurements above. *Point Value: 10 points*

QUEST Professional Attributes:

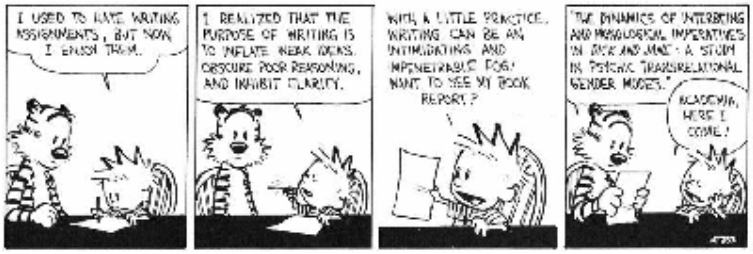
1. **Demeanor**: The student demonstrated positive attitudes in interactions with teachers, peers, UH instructors, staff, and pupils.
2. **Responsibility**: The student completed assigned tasks in a responsible manner.
3. **Maturity**: The student displayed maturity and poise in task completion and human-human interactions.
4. **Cooperation**: The student displayed a positive willingness to work with peers, site teachers, and faculty.
5. **Flexibility**: The student displayed a willingness and ability to adapt to changes in events, conditions, activities, and tasks.
6. **Appearance**: The student's dress was appropriate and professional.
7. **Attendance & Punctuality**: The student was regular and punctual.
8. **Initiative**: The student displayed independence in starting and completing activities, products, and tasks.
9. **Awareness of Individual Differences**: The student recognizes and empathizes with human differences in ethnicity, gender, physical ability and intellectual ability.
10. **Patience**: The student displayed an ability to be patient in activities and/or in human-human interactions.
11. **Tactfulness**: The student displayed the ability to recognize and compensate for the feelings and self-esteem of others.
12. **Enthusiasm**: The student displayed energy and enthusiasm for the activities.
13. **Organization**: The student displays monitors and controls time materials and product due dates.
14. **Creativity**: The student synthesizes theory and practice into new personalized adaptations and applications.
15. **Written Communication**: The students written products are clearly written and legible, reflecting appropriate spelling, grammar, punctuation, syntax and format.
16. **Oral Communication**: The student's oral communication reflects appropriate voice and speech delivery.
17. **Professionalism**: The student recognizes, seeks and applies the best theory, research and practice in professional activities.
18. **Reflective Practitioner**: The student reflects and evaluates professional experiences with constructive criticism.
19. **With-it-ness**: The student exhibits simultaneous awareness of all aspects of the learning environment.
20. **Technology**: The student demonstrates the appropriate use of technology in classroom and professional contexts.

Extra Credit Opportunities:

Opportunity #1 - Classroom Observation Report is a mini-paper in which you record your classroom management observations during a live class. The class you observe should be within the EC-12 grade level range for which you intend to be certified. This assignment can be satisfied through your QUEST field experiences or arranged on your own with a professional teacher. Observation Reports should be between 2-4 pages in length. *Point Value: 3 points*

***Opportunity #2** - A **Professional Literature Review Presentation** will be given in class on any of the designated days on the syllabus. This presentation should be no more than 10 minutes long and include some form of a visual aid, i.e. Power Point, smart board, or video. Additionally, you will need to provide a handout to assist classmates in learning about this professional reading. Your goal is to effectively teach the key ideas and concepts presented in this professional reading to your classmates in an engaging and creative way. Think about the following when organizing your presentation: (1) Have I included basic information about the book, topic, author?; (2) Have I taught the content in an original/engaging/creative way? (3) What benefits exist for the elementary, middle and high school levels? (4) Have I provided a printed "take-away" learning aide handout? *Point Value: 3 points*

Only one extra credit opportunity per student is available.



Tentative Course Outline

Week	Class Date	Topics for Class Discussion/Activities	Assignment Introduced	Required Reading
Week 1	1/20/09	In-Class: (1) Introduction to the Course (2) Why is Classroom Management Needed? (3) Reflection Journal #1 **DUE: Textbook**	(1) Professional Literature Review (2) Extra Credit Opportunities	◻ Ch. 1
Week 2	1/27/09	In-Class: (1) The Founding Fathers of Classroom Management (2) Assertive Discipline (Lee & Marlene Canter) **DUE: Choice due for Professional Literature Review**	Classroom Management Plan (CMP)	◻ Ch. 2 ◻ Ch. 3
Week 3	2/3/09	In-Class: (1) Developing Your Personal Classroom Management Philosophy (2) Reflection Journal #2	Assign Text Chapters to Groups for Presentations	◻ Ch. 14
Week 4	2/10/09	In-Class: (1) Applying Your CMP to Your Classroom **DUE: Professional Literature Review Paper**		◻ Ch. 15
Week 5	2/17/09	In-Class: (1) Consistency Management & Cooperative Discipline (Freiberg) (2) Judicious Discipline (Gathercoal)		◻ Ch. 10 ◻ Ch. 11 ◻ *Ed. Leadership* Article (given)
Week 6	2/24/09	In-Class: (1) Democratic Teaching (Dreikurs) (2) Congruent Communication (Ginott) (3) Instructional Management (Kounin) (4) Discipline with Dignity (Curwin & Mendler) (5) Reflection Journal #3 **DUE: Group Presentations of Text Chapters Part I**		◻ Ch. 4 ◻ Ch. 5 ◻ Ch. 6 ◻ Ch. 7
Week 7	3/3/09	In-Class: (1) Positive Classroom Management (Jones) (2) Inner Discipline (Coloroso) (3) Theorists: Albert; Everston & Harris; Johnson & Johnson; Nelson, Lott & Glenn; and Kohn (4) Creating a Safe Learning Environment **DUE: Group Presentations of Text Chapters Part II**		◻ Ch. 8 ◻ Ch. 9 ◻ Ch. 12 ◻ Ch. 13
Week 8	3/10/09	In-Class: (1) Class Meeting (2) Sign Up for CMP Presentation Date (3) Extra Credit Presentation Day		

Week 9	3/17/09	*Spring Break*		
Week 10	3/24/09	In-Class: (1) Strength Bombardment Exercise (2) Reflection Journal #4 (3) Extra Credit Presentation Day Available		Complete Homework for Strength Bomb. Exercise
Week 11	3/31/09	In-Class: (1) Classroom Confidence Training Seminar (2) Review of *Beyond Behaviorism*		*Beyond Behaviorism* chapter reading (given)
Week 12	4/7/09	In-Class: (1) Class Meeting (2) Reliability Exercise: Compare and Contrast Theories and Theorists (3) Reflection Journal #5 (4) Extra Credit Presentation Day Available		
Week 13	4/14/09	In-Class: (1) CMP Presentations Begin **DUE: CMP Presentations** **DUE: All Extra Credit Opportunities**	Final Exam	
Week 14	4/21/09	In-Class: (1) CMP Presentations Continue **DUE: CMP Presentations**		
Week 15	4/28/09	In-Class: (1) CMP Presentations End **DUE: CMP Presentations**		
Week 16	5/5/09	No Class Meeting **DUE: Final Exam via Email**		

Important Dates to Remember:

2/2/09	Official Reporting Day (12th day of classes)
	Last Day to Drop/Withdraw from a Course without a Grade
2/13/09	Last Day to File for a May 2009 Graduation
3/16/09 – 3/21/09	Spring Break – No Classes ☺
4/07/09	Last Day to Drop/Withdraw from a Course with a "W"
5/04/09	Last Day of Official Classes
5/6/09 – 5/14/09	Final Exam Period
5/15/09	Official Closing for the Spring 2009 Semester

Name _____ Due Date_____

Grading Rubric for Professional Literature Review Paper

Title of Volume _____

Author _____

Source #1 _____

Source #2_____

Source #3_____

Assessment Criteria	☹	Value			☺	Score
Why did you choose this book?	0	1	2			
What do you hope to learn from this book?	0	1	2			
Main Topic Overview	0	1	2	3		
About the Author	0	1	2			
Impact of Professional Literature on Elem., Middle & High Schools	0	1	2	3	4	
Sources Review (at least three)	0	1	2	3		
Instructional Lesson Plan Based on this Book with at least one Visual Aide	0	1	2	3	4	
Reflection – What did you learn?	0	1	2			
Formatting Guidelines Followed (APA Style)	0	1	2	3		
Total Score						***/25***

Comments:

Name _____ Total Score _____/10

Grading Rubric for Group Presentation on Text Chapter

Chapter Assigned _____ Chapter Topic _____

Group Member: _____ Group Member: _____

Group Member: _____ Group Member: _____

	½ Point	1 Point	1 ½ Points	2 Points	Score
Organization	The class cannot understand your presentation because there is no sequence of information.	The class has difficulty following your presentation because presenter jumps around.	You present information with some logical sequence which the class can follow.	You present information in a fully logical sequence which the class can follow.	
Knowledge of the Classroom Management Strategy	You do not have a grasp of the basic tenets, concepts, and features of the Classroom Management Strategy; you cannot answer questions about your topic.	You are uncomfortable with the basic tenets, concepts and features of the Classroom Management Strategy and are able to only answer rudimentary questions.	You are at ease with expected answers to all questions concerning the basic tenets, concept, and features of your Classroom Management Strategy, but fail to elaborate.	You demonstrate full knowledge by answering all class questions with explanations and elaborations.	
Research and/or Application of the Classroom Management Strategy	You do not provide any research on and/or applications of the Classroom Management Strategy topic.	You provide limited research on and/or application of the Classroom Management Strategy topic.	You provide adequate research on and/or application of the Classroom Management Strategy topic.	You provide thorough and deep research on and/or application of the Classroom Management Strategy topic.	
Learner Engagement	This class is not engaged in the presentation via activities (discussion, group work, etc…anything to have the class involved and engaged).	This class is engaged in a limited manner in the presentation via activities.	This class is engaged in an adequate manner in the presentation via activities.	This class is engaged in a thorough and meaningful manner in the presentation via activities.	
Use of Materials and/or Visuals	You use unnecessary materials and/or visuals or none at all.	You occasionally use materials and/or visuals that rarely support text and presentation.	Your materials and/or visuals relate to Classroom Management Strategy topic and presentation.	Your materials and/or visuals explain and support presentation.	

Comments:

Name _____ Date _____

Classroom Management Paper and Presentation Grading Assessment Form

Strategy #1 Presented _____ Strategy #2 Presented _____

Strategy #3 Presented _____ Strategy #4 Presented _____

Strategy #5 Presented _____ Strategy #6 Presented _____

Overall Project Assessment:

Section I:	*Assessment Criteria for CMP Paper*	_____/30
Section II:	*Grading Rubric for Individual Presentation*	_____/10
	TOTAL PROJECT GRADE	_____/40

Comments:

Name _____

Section I: Assessment Criteria for Classroom Management Paper

	☹ Value ☺	Score
Includes a Philosophical Statement: Describes your beliefs about classroom management. Reinforces your philosophical statement with a description of what you believe to be your teaching styles and how this related to your choice of theory, program, etc….	0 1 3 5 7 9	
Room Arrangement Map(s): Includes different types of activities including a student seating arrangement, teacher desk, resources, displays, etc. Provides a rationale of your choice of arrangement(s). This is a diagram and a description.	0 1 2 3	
Classroom Rules/Norms: How are they determines? What might they include? How are the communicated to students, parents, administrators, etc.?	0 1 2 3 4	
Classroom Procedures: How do you begin and end days/periods? How will you deal with transitions and interruptions? What instructional strategies will you use that may require specific rules and procedures and how will you implement theses?	0 1 2 3 4	
Differentiation for Special Populations (learning Disabilities, ESL, learning Styles, etc.): Describe how you intent to encourage and respond to all students – whatever your perception of their learning in your classroom. What techniques are you going to use to maximize the effectiveness of your classroom management? Refer to specific techniques that we have discussed as well as others?	0 1 2 3	
Student Roles in Classroom Management: What steps or initiatives will you utilize in order to involve students in managing the classroom?	0 1 2 3 4	
Formatting Guidelines Followed	0 1 2 3	
Total Score		***/30***

Comments:

Name _____ Total Section Score _____/10

Section II: Grading Rubric for Individual Presentation

	½ Point	1 Point	1 ½ Points	2 Points	Score
Organization	The class cannot understand your presentation because there is no sequence of information.	The class has difficulty following your presentation because presenter jumps around.	You present information with some logical sequence which the class can follow.	You present information in a fully logical sequence which the class can follow.	
Knowledge of the Classroom Management Strategy	You do not have a grasp of the basic tenets, concepts, and features of the Classroom Management Strategy; you cannot answer questions about your topic.	You are uncomfortable with the basic tenets, concepts and features of the Classroom Management Strategy and are able to only answer rudimentary questions.	You are at ease with expected answers to all questions concerning the basic tenets, concept, and features of your Classroom Management Strategy, but fail to elaborate.	You demonstrate full knowledge by answering all class questions with explanations and elaborations.	
Research and/or Application of the Classroom Management Strategy	You do not provide any research on and/or applications of the Classroom Management Strategy topic.	You provide limited research on and/or application of the Classroom Management Strategy topic.	You provide adequate research on and/or application of the Classroom Management Strategy topic.	You provide thorough and deep research on and/or application of the Classroom Management Strategy topic.	
Learner Engagement	This class is not engaged in the presentation via activities (discussion, group work, etc…anything to have the class involved and engaged).	This class is engaged in a limited manner in the presentation via activities.	This class is engaged in an adequate manner in the presentation via activities.	This class is engaged in a thorough and meaningful manner in the presentation via activities.	
Use of Materials and/or Visuals	You use unnecessary materials and/or visuals or none at all.	You occasionally use materials and/or visuals that rarely support text and presentation.	Your materials and/or visuals relate to Classroom Management Strategy topic and presentation.	Your materials and/or visuals explain and support presentation.	

Comments:

APPENDIX E

COURSE SYLLABUS – ARIZONA STATE UNIVERSITY TEL 311 INSTRUCTIONS AND MANAGEMENT IN THE INCLUSIVE CLASSROOM (SPRING 2012)

TEL 311
Instruction and Management in the Inclusive Classroom
Mary Lou Fulton Teachers College
Arizona State University
Spring 2012

Instructor Information:

Dates of classes:	Tuesdays and Thursdays
Instructor:	Teresa Panneton, M.Ed.
Email:	teresa.panneton@asu.edu
Work Phone:	602-317-5575 (cell and text)
Office Hours:	available upon request (call, email or text…..I am available to help you to be successful)

Course Information:

Catalog Description
Planning and delivering instruction; organizing and managing classrooms; and making adaptations for English language learners and students with special needs. Prerequisite: admission to PTPP or post baccalaureate programs. Co requisite: Field Experience.

Course Format
The class will be interactive and multi-method, consisting of lectures, whole class/small group discussion, group presentations, projects, and available pertinent educational videos when appropriate.

Required Course Texts, Materials, and Resources

1. Cooper, James M., et.al., (2011). Classroom Teaching Skills (9th Ed.) . Belmont, Ca: Wadsworth Cengage Learning

2. ASU Blackboard Course Management Website at http://myasucourses.asu.edu (All ASU students have FREE access to this web resource)

3. Mary Lou Fulton Teacher College Internet Resource—TK20 at http://asu.tk20.com TK20 Campus Tool is a comprehensive online data management system that enables you to participate and manage your academic activities in this class, throughout your college experience and beyond. The cost of subscribing to TK20 is a one time only, non-refundable subscription of $103.00. You can purchase the program online at http://ctel.asu.edu/TK20. You may also purchase a TK20 Student Access Kit from the ASU Bookstore, which may have a higher price although purchasing there may allow you to receive requisite compensation from financial aid, if eligible. For more information visit http://ctel.asu.edu.TK20 .

4. IDEAL subscription, which can be obtained from https://www.ideal.azed.gov/ (all ASU students HAVE FREE access to this web resource after account is created). This subscription will remain with you through out your education and teaching career.

Tentative Course Calendar—Note: The instructor may modify and adjust as necessary to ensure objectives are met.

TEL 311 Instruction and Management in Inclusive Classroom	
Week 1 and 2	• Class Introductions • Review Syllabus • Community Building • Needs Assessment • Graphic Organizers/Reading for Understanding
Week 3	• Professional Teacher Standards****bring to class***** • The Effective Teacher • Learning and Knowing your Students • TAP Rubric • Common Core Standards
Week 4	• Bloom's Taxonomy • Rigor
Week 5	• Objective writing • SMART goals
Week 6	• Modeling • I do, we do, you do • Student Engagement
Week 7	• Instructor modeled lesson plan implementation
Week 8	• Anticipatory Set or Hook • Instruction
Week 9	• Management Theorist Power Point
Week 10	• Checking for understanding (formative assessment) • Closure
Week 11	• Assessment • Small group Instruction
Week 12	• Differentiation
Week 13	• Procedures • Philosophy of Education
Week 14	• Classroom Management
Week 15	• Rules and Consequences • Classroom Layout • Parent Communication

Course Objectives and Student Learning Outcomes
Upon completion of TEL 311, pre-service teachers should meet the listed course objectives and related skills below.

Objectives	Measurable Student Outcomes
1. Plan lessons with instructional objectives, using a common lesson plan format. Arizona's Professional Teacher Standards – 1, 8 INTASC Principles 1 & 2 (Objs. 1-3, 1-4, 1-5, 1-7) – Chapters 2, 3, 4, & 5	Pre-service teachers will: • Write complete learning objectives. • Base learning objectives on Arizona Academic Standards and Bloom's Taxonomy. • Design lessons using a common lesson plan format.
2. Develop and evaluate plans for classroom organization and management. Arizona's Professional Teacher Standards – 8 INTASC Principal 4 (Objs. 1-7, 1-5, 1-6, 2-4, 3-6) – Chapters 4, 5, 6, & 9	Pre-service teachers will: • Organize a physical layout of a classroom that will promote effective management of instruction. • Design classroom rules and procedures that will promote effective management of instruction. • Identify effective strategies for planning for the beginning of the academic year. • Identify strategies for dealing with transitions in instruction. • Identify strategies for clearly communicating assignments and tasks to students. • Identify strategies for managing paperwork and feedback to students. • Identify strategies for effectively communicating with parents.
3. Analyze a variety of classroom instructional strategies. Arizona's Professional Teacher Standards – 1, 8 INTASC Principle 9 (Obj. 1-8) – Chapters 1 & 10	Pre-service teachers will: • Identify the essential components of at least three models of instruction. • Design lessons based on more than one model of instruction.
4. Analyze a variety of discipline strategies and processes for use in the classroom. Arizona's Professional Teacher Standards – 8 INTASC Principle 5 (Objs. 1-7, 1-5, 1-6, 1-4, 1-3, 2-7) – Chapters 4, 5, 6, 8, & 9	Pre-service teachers will: • Identify the essential components of at least three discipline models for use in the classroom. • Identify strategies for maintaining appropriate student behavior. • Identify strategies for managing problem behavior.
5. Develop and refine questioning skills	Pre-service teachers will: • Identify seven characteristics of effective classroom questions to enhance the quality of student participation

Arizona's Professional Teacher Standards – 1 INTASC Principles 6 & 8 (Objs. 1-5, 3-4, 1-4, 1-3, 1-7, 1-8)	
6. Identify and plan strategies for differentiated instruction to address all learner needs. Arizona's Professional Teacher Standards – 1, 8, 9 INTASC Principles 3, 7 & 8 (Objs. 5, 1-6, 2, 4-6, 3-4) – Chapters 5, 6 & 9	Pre-service teachers will: • Distinguish between learning objectives and Individualized Educational Plan (IEP) objectives for students with learning and behavioral needs. • Design lessons that accommodate IEP objectives. • Design lessons that accommodate for diverse needs of English language learners. • Design lessons that accommodate for gifted learners.

Connectedness to Other Block 1 Courses: The course content and assignments complement other courses found in Block 1 (e.g. in assessment is used in lesson planning, technology is used in differentiated instruction, language arts content can be incorporated in lesson planning, etc.)

Course Assignments

The following table outlines each assignment for TEL 311 and the corresponding point value:

Assignment	*Points*	*Due Dates*
Management Plan	*100*	
Lesson Plan design	*100*	
Chapter Assignments	*50*	
Management Theorist Power Point	*50*	
Attendance/Participation (including providing requested materials when assigned). *Formative assessments*	*300*	
Total Points	*600*	

Assignment Descriptions:

Lesson Plan Design: A template will be provided. I will model each step of the way and provide opportunities for peer and teacher edit. This design will be broken down into smaller pieces and we will build upon our new learning.

Chapter Assignments –Graphic Organizers will be used and explored in order to read for understanding.

Management Theorist Power Point – Students will be assigned an educational behavioral theorist to research and create a thorough power point. The power points will be uploaded to Blackboard to be used as a resource for all students to use for the Management Plan.

Management Plan (100 points) – Plan will include the following: Clarity of personal belief statement, Layout organizes materials, equipment, and other resources appropriately, Examples include how to begin/end class, transition between activities, manage student work, address student absences, handle late work, grade student's work, communication with parents.

Fall 2010 Management Plan Signature Assignment Rubric

TEL 311 MANAGEMENT PLAN SIGNATURE ASSIGNMENT RUBRIC				
Category	4 Exceeds Standards	3 Meets Standards	2 Approaches Standards	1 Does Not Meet Standard
Self Introduction APTS 2.1-2.10 INTASC: Principle 9	Clarity of philosophy of education statement. Provides rationale to support philosophy. Provides examples that support rationale. Aligns personal philosophy with research- based discipline.	Clarity of philosophy of education. Provides rationale to support philosophy. Provides examples that support rationale. Provides research-based discipline that may or may not align with personal philosophy.	Unclear philosophy of education. Provides rationale to support philosophy, or provides examples to support personal philosophy statement, but not both. Does not provide a research-based discipline plan or does not provide alignment with personal philosophy.	Does not identify a philosophy of education statement. Does not provide examples that create and maintain a positive learning climate for diverse student populations. Does not provide a research-based discipline plan.
Classroom Layout APTS 2.1-2.10 INTASC: Principle 5 Principle 9	Layout organizes materials, equipment, and other resources appropriately. Includes descriptions of the use of wall space and learning areas. Includes considerations for individual differences. Describes integrated technology. Supports with research.	Layout organizes materials, equipment, and other resources appropriately. Includes descriptions of the use of wall space and learning areas. Includes considerations for individual differences. Describes integrated technology.	Describes a floor plan with work areas that includes only furniture and technology.	Description is very vague or left out entirely.
Classroom Procedures APTS 2.1-2.10 INTASC: Principle 3 Principle 6 Principle 9 Principle 10	Clearly describes procedures and routines. Examples include how to begin/end class, transition between activities, manage student work, address student absences, address late work, grade student's work, and communication with parents. Includes	Clearly describes procedures and routines. Examples include how to begin/end class, transition between activities, manage student work, address student absences, address late work, grade student's work, communication and with parents.	Clearly describes procedures and routines. Examples do not include all areas: to begin/end class, transition between activities, manage student work, address student absences, address late work, grade student's work, and communication with parents.	Examples are very vague or left out entirely. Description does not make the connection between procedures, routines, and meeting the needs of students with individual differences.

	considerations for individual differences. Supports with research.	Includes considerations for individual differences.	Does not include considerations for individual differences.	
Discipline Strategies Including Rules and Consequences APTS 2.1-2.10 INTASC: Principle 5 Principle 9	Provides examples of rules and consequences based on sound discipline theory. Rules and consequences reflect teacher's personal philosophy. Describes how the rules and consequences will meet the needs of diverse learners. Supports with research.	Provides examples of rules and consequences. Rules and consequences reflect teacher's personal philosophy. Describes how the rules and consequences will meet the needs of diverse learners.	Provides examples of rules or consequences with minimal consideration to meeting the needs of diverse learners.	Does not identify rules or consequences. Does not consider how to meet the needs of diverse learners.

Product APTS 8.4 INTASC: Principle 9	Components of paper are well organized and structured. Personal philosophy is heard throughout the paper. Word choice help to clearly articulate the message. Sentence fluency makes the paper easy to follow. Writing is free of mechanical errors: spelling, grammar and usage, punctuation and capitalization. Information and layout of classroom are clearly labeled.	Components of paper are well organized and structured. Word choice help to clearly articulate the message. Sentence fluency makes the paper easy to follow. Writing is free of most mechanical errors: spelling, grammar and usage, punctuation and capitalization. Information and layout of classroom are clearly labeled	Components of paper are well organized and structured. Word choice help to clearly articulate the message. Sentence fluency makes the paper easy to follow. Writing has many mechanical errors: spelling, grammar and usage, punctuation and capitalization. Information and layout of classroom are vaguely labeled.	Body is lacking organization and structure. Message throughout is hard to understand. Lack of sentence fluency makes the paper hard to follow. Writing has many mechanical errors: spelling, grammar and usage, punctuation, and capitalization.
Overall Planning	Management Plan addresses requested content in a clear and detailed manner.	Management Plan addresses requested content.	Management plan leaves out important content.	Management plan does not address requested content.

Attendance/Participation--Please note the points that are correlated with this CRITICAL component of this course.

Grading Scale
The following percentages are the letter grade-equivalent scores:
Please note that no + or – will be given in this course.
93-100% = A
85-92% = B
77-84% = C
69-76% = D
<68% = E

Course /Instructor Evaluation
The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of the course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU email address, so make sure ASU has your current email address on file. You can check this online at the following URL: http://www.asu/epoupdate/.

University/ Mary Lou Fulton Teacher College Policies

Professional Behavior
It is expected that students exhibit professional behavior inside the classroom, during intern placements, and working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on ASU's campus. If at any time your behavior is 'unprofessional', the instructor may complete a Professional Improvement Plan (PIP) for the student.

Attendance and Participation
Due to the content of the course and the interaction involved, attendance and participation are crucial. Significant points will be deducted if any portion of the class is missed or for failure to come prepared to participate. If you must be late, leave early or miss a class, please inform me prior to the start of class. One to two absences will result in a lower grade.

Late and Missing Assignments
All work must be turned in on time - **NO LATE WORK ACCEPTED!**

All assignments must be word processed and reflective of upper-division, university writing with few mistakes; that is, university level grammar, correct spelling, and logical/clear organization. Please take every opportunity for in-class peer review sessions, out of class review sessions, and any other campus service available to help you with your assignments/papers.

If the instructor deems an assignment/paper 'less than' acceptable, the instructor will not accept (nor grade) the assignment/paper and will allow the student to re-do the paper. The improved paper must be turned in by the next class period. A revised paper will be evaluated with the standard rubric or grading scale for that assignment/paper and will include a 10% penalty. If the student does not turn in an 'improved' paper by the next class, the student will fail that particular assignment/paper and will receive no additional opportunity to redo that assignment/paper. Keep in mind, the zero for this assignment will impact the overall course grade.

You may electronically submit assignments if you are going to be absent on the day something is due. NO LATE WORK WILL BE ACCEPTED!

Additionally, you can be referred for a PIP for failure to meet academic standards, such as university level writing or for failure to meet professional standards on the professional review form, such as professional interpersonal

relationships, ethics, attitude, etc. A copy of the professional review standards are included in the course documents online.
Group assignments and classroom activities require collaboration and cooperation with other students. Please inform the instructor **immediately** if there are problems within your group. If the instructor is not aware of any issues prior to the due date of an assignment, in terms of collaboration and cooperation between group members, it will be assumed that each member of the group equitably participated in the project and will receive the same group evaluation.

Academic Integrity/Plagiarism
The ASU Student Handbook contains the following information: "The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the deans of the individual academic units."

The rest of the code, which consists of several pages, is available at the following URL.
http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm.

Disability Accommodations for Students. Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (DRC; UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC as early as possible (i.e. before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC.

Religious Accommodations for Students
Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

Military Personnel Statement
A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see
http://www.asu.edu/aad/manuals/usi/usi201-18.html.

Harassment Prohibited
ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

Grade Appeals
The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at http://www.asu.edu/catalog

Cell Phone Policy
Please keep your phone on a quiet mode while in the classroom. Please refrain from answering calls or creating/answering texts. If an emergency arises that requires you to immediately handle, please simply step out of the room and take the call. This applies to text messaging as well.

Electronic Communication
Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (http://www.asu.edu/aad/manuals/usi/usi104-01.html) and in the University's Computer, Internet, and Electronic Communications Policy (http://www.asu.edu/aad/manuals/acd/acd125.html).

Technological Services and Support
The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some PDS sites. The following support services are available to support student computing needs.

Student Purchases:
Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online. (http://gomobile.asu.edu/)
The John Babb Scholarship provides $500 financial reimbursement for qualified students. (http://gomobile.asu.edu/content/scholarship-info)

ASU Campus Classroom Connectivity:
In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. Please refrain from using your lap top for business that is not conducive to what we are currently working on in class. I will speak to individual students if an issue arises.
In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites. (https://docs.google.com/a/asu.edu/#all)

Hardware and Software Support:
ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software and operating systems, security, networking, etc. (http://help.asu.edu/ASU_1to1_Technology_Studio) Virus scan software downloads are available free for students. (https://webapp3.asu.edu/myapps/) MyApps provides free software tools, online applications, and information about discounted software for purchase. (https://webapp3.asu.edu/myapps/)

APPENDIX F

COURSE SYLLABUS – FLORIDA STATE UNIVERSITY EDG 4421

CLASSROOM MANAGEMENT, LEGAL ISSUES, PROFESSIONAL ETHICS AND SCHOOL SAFETY (FALL 2007)

The Florida State University
College of Education

EDG 4421

Classroom Management, Legal Issues, Professional Ethics, and School Safety

4 Credits

I. Purpose

This course is designed to serve three purposes – a capstone course that integrates and consolidates the experiences and training of the entire program, a support system for the student teaching experience, and a preparation for the initial teaching assignment. Specific knowledge and skills to be developed in the course include classroom management, classroom routines, organizing for instruction, planning for instruction, knowledge of legal and ethical responsibilities of teachers, and building safe learning environments. This course has Student Teaching (EDE4943) as a co-requisite and the two courses are integrated in assignments and expectations.

Many of the assignments for EDG4421 and EDE4943 are reciprocal. That is, the task is an assignment for both courses. EDG4421 functions as the vehicle for making the assignment, teaching the necessary material, creating the plans to be carried out in EDE4943, and monitoring the satisfactory completion of the assignment. EDE4943 is where the assignment will be implemented in the classroom. Thus, cross references between the two courses are not intended to make coverage of a topic look broader or more inclusive, but to document the reciprocal nature of the courses.

II. Goals

The assignments and class activities are designed to meet standards set by the following organizations in the documents listed:

Organization	Document
• Florida State University College of Education (COE)	• "Conceptual Framework"
• Florida Department of Education (FLDOE)	• State Rule 6A-5.066
• FLDOE	• "Accomplished Practices for Pre-professionals" (AP)
• FLDOE	• "Sunshine State Standards" (SSS)
• FLDOE	• English for Speakers of Other Languages (ESOL)
• FLDOE	• Essential Teacher Competencies

The student will:

A. Create and implement a classroom management plan that includes attention to the physical organization of the room, a set of routines, and a complete discipline plan. The discipline plan will include issues (culture specific, non-verbal communication, and teacher behaviors that indicate sensitivity to cultural and linguistic differences) related to ESOL students. (AP 9, ESOL 3.4, 18.3)

B. Complete a study of his/her classroom, school, and community and incorporate this information into his/her preparation for the student teaching experience. This includes an individual case study. Although this is not designed to fully meet any ESOL indicator, the student is expected to gather information about cultural and linguistic differences in the class and use this information in many of the later assignments. (AP 1, 5, 7, 9, 10).

C. Identify and implement a plan to create a positive and safe learning environment for all children. This will include identifying factors that limit the effectiveness of this environment and corrective actions that may be taken. (AP 9, 11)

D. Identify the characteristics of effective teachers. This includes communications with children, parents, and other professionals; continuous professional development; knowledge of content and pedagogy; and instructional planning. (AP 2, 3, 7, 8, 10)

E. Adhere to the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida. This includes both ethical and legal issues for teachers. (AP 6)

F. Identify the procedures for entering and succeeding in the profession. This includes certification, applying for a job, the beginning teacher program, the teacher evaluation process, and long-term professional development. (AP 3)

G. Demonstrate professional behaviors appropriate for entry into the profession. These will include:

1. The 12 Accomplished Practices (AP 1-12)
2. The 20 Teacher Competencies required by the State of Florida (AP 1-12)
3. ESOL competencies for both LEP children and all students (all at the Mastery Level):
   - Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students. Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. (ESOL 3.2) Identify culture-specific, non-verbal communications. (ESOL 3.4)
   - Use knowledge of the cultural characteristics of Florida's LEP population to enhance instruction. (AP 10) Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. (ESOL 4.1) Adapt items from school curricula to cultural and linguistic differences. (ESOL 4.2) Identify culture-specific features of content curricula. ESOL 4.3)
   - Apply content-based ESOL approaches to instruction. Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL in the content areas. (AP 8) Identify content specific vocabulary. (ESOL 12.1) Adapt content-area tests to ESOL levels appropriate to LEP students. (ESOL 12.6)
   - Evaluate, design, and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon. (AP 9) Identify culture-specific, non-verbal communications. (ESOL 13.5) Identify culture-specific features of content curricula. (ESOL 13.6)
   - Plan and evaluate instructional outcomes, recognizing the affects of race, gender, ethnicity, socioeconomic status and religion on the results. (AP 10) Apply ethno-linguistic and cross-cultural knowledge to classroom management techniques. (ESOL 14.1) Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. (ESOL 14.2) Adapt items from school curricula to cultural and linguistic differences. (ESOL 14.3)
   - Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL children within the context of the regular classroom. (AP 10) Adapt items from school curricula to cultural and linguistic differences. (ESOL 16.2)
   - Evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas. Identify content specific vocabulary. (ESOL 17.1) List examples of realia that are designed to teach LEP students. (ESOL 17.4) Determine strategies for content-area teachers to use with LEP students. (ESOL 17.5)
   - Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of children. (AP 9) Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences (ESOL 18.3) Apply multi-sensory ESOL strategies for instructional purposes. (ESOL 18.4)
   - Administer tests and interpret test results, applying basic measurement concepts. (AP 1) Adapt content-area tests to ESOL levels appropriate to LEP students. (ESOL 20.3)
4. Elements of the following ESOL standards are reinforced in this course:
   - Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle, and high school levels. (AP 10, ESOL 15)
   - Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom. (ESOL 16)
   - Use formal and alternative methods of assessment/evaluation of LEP children, including measurement of language, literacy, and academic content. (AP 1, ESOL 21)
   - Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum. (AP 3) Identify strategies for facilitating articulation with administrators, content area teachers, parents, and the community. (ESOL 22.1)
   - Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel. (AP 11) Identify strategies for facilitating articulation with administrators, content area teachers, parents, and the community. (ESOL 23.3)
   - Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency. (AP 7, ESOL 25)

H. Assess the electronic capability of the assigned school and utilize the resources to (AP 2, 12):

1. Communicate with other students in the course and university personnel;
2. Provide technology enhanced instruction; and
3. Use, under the teacher's direction, any electronic grade and attendance management systems.

I. Prepare an employability portfolio for use in obtaining a teaching position. (AP 1-12)

III. Prerequisites and Co-requisites

A requirement of this course is that the student has satisfactorily completed all other courses for the degree in Elementary Education except EDE4943, which must be taken concurrently with EDG4421.

IV. Americans with Disabilities Act:

Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the Student Disabilities Resource Center on the main campus: (850) 644 9566 (voice); (850) 644-8504 (TDD); (850) 644-7164; sdrc@admin.fsu.edu; or http://www.disabilitycenter.fsu.edu/.

V. Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "... be honest and truthful and ... [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at http://dof.fsu.edu/honorpolicy.htm.)

VI. Requirements

The student will be expected to:

A. Prepare for and participate in all class activities and discussions.

B. Complete all assignments on time.

C. Demonstrate professional behavior at all times. Students not demonstrating professional behavior after written warning will be removed from both EDG 4421 and EDE 4943.

D. Demonstrate satisfactory mastery of basic skills in mathematics and written and oral communication.

E. Because class participation and discussion are essential to student learning in a class like EDE-4421, you are expected to attend all scheduled classes. Each class meeting is the equivalent of three 50-minute periods. Missing more than one day of scheduled class meetings will be considered inappropriate. Missing critical lessons may require you to complete an additional (and significant) assignment or prevent you from completing your work in the course. Your attendance will be an important component in your evaluation.

VII. Assignments

All assignments are to be prepared using a computer word processing system unless the content of the assignment precludes such preparation.

A. Daily Assignments and Participation (200 points)

The daily assignments are designed to help you keep up with course expectations and prepare materials that will be useful in your teaching. The point total for each class period will include the following five areas:

1. Class Participation (50 of the 200 points)

It is not possible for the instructor to directly evaluate everything you are expected to learn this term. Your attendance and participation will be used as indicators of your involvement and learning. You are expected to participate in class activities. To participate, you must be present, prepared, engaged in the activities, demonstrating professional behavior, and doing your best to help create a positive learning environment.

2. Attendance (50 of the 200 points)

Attendance is an important part of this course and good attendance is part of professional behavior. It is expected that you will be in class to gather information, participate in instructional activities, share in discussions, make presentations, and provide an audience when your colleagues or visitors are making presentations.

There are approximately 15 days of class meetings for this course. Each day's absence is the equivalent of missing one week's work. You cannot earn participation points unless you are in class. Being late to class or leaving early will count as one-half of a class absence. Absence from a "double" or "triple" class will count as two or three absences. There will be no penalty for missing up to one day (three periods) for reasons judged by the instructor to be unavoidable.

If you know you are going to be absent, late, or have to leave early from class, you are expected to inform the instructor ahead of time. Absence due to illness or emergency should be communicated to the instructor by email or phone within 48 hours of the absence. Except for extraordinary circumstances, you are still expected to submit assignments that are due (by email if necessary) even if you are not in class.

The instructor will reserve some flexibility for unusual circumstances and may make an assignment in lieu of attendance. These make up assignments will be limited to excused absences and those judged by the instructor to be unavoidable. They may not be used to cover being late to class, daily assignments not turned in on time when in attendance, or lost points due to unprofessional behavior.

These assignments will be significant and in written form. There is no assumption that handing in the assignment will qualify for the full participation credit. The assignments will be evaluated on the match with the goals stated when it was negotiated and the quality of the presentation.

Extensive absences will not meet the objectives of this course and are likely to require that you withdraw from this course and student teaching. Transportation problems are not considered to be crises beyond your control.

3. Journal (50 of the 200 points)

You will keep a journal of your reactions, thoughts, problems, questions, etc. as you progress through this experience. The journal is to be submitted via email to the University Supervisor at the end of every other week – due dates will be included on the Master Calendar. A printed copy of each journal entry is to be submitted at the first class following a due date. A summary of "high points" will be shared with other members of the class as shown in the schedule. Credit for the journal will require that it be submitted on time. The University Supervisor will evaluate the journal for depth and insight. (AP 1-12)

4. Sequential Plan (50 of the 200 points)

Develop, with your University Supervisor and your Directing Teacher, a plan for the semester that includes all of the items listed below:

- Time to complete the work of EDE-4421 in the early weeks of the term,
- Time to observe in music, art, PE, and special classes at the school,
- Time to observe within the assigned classroom,
- Time to observe in classrooms one grade above and one grade below the assigned classroom,
- Opportunities for individual and small group instruction,
- A schedule of increasing responsibility for planning and management to include an extended time (3 - 4 weeks or more) in which the student teacher takes all responsibility for planning and management and the Directing Teacher functions as an "assistant."

The University Supervisor will be responsible for evaluating the sequential plan.

5. Small Group Interactions

During the course of the semester you and a group of your peers are required to meet with your University Supervisor three to six times each for at least 60 minutes to discuss your experiences. The University Supervisor will be responsible for evaluating these sessions. (AP 3)

B. Classroom Management Plan

1. Discipline Plan and Rationale (200 points)

This will be your own adaptation and critical analysis of your cooperating teacher's school and classroom discipline plan. It is to include what you are adapting to fit your personal style, areas of discomfort, adaptations necessary for individual children, etc. Your plan will be expected to identify culture-specific, non-verbal communications (ESOL 3.4) and identify teacher behaviors that indicate sensitivity to cultural and linguistic differences (ESOL 18.3). You will need to justify each of the components of your plan (AP 2, 7, 9, 11). An option for this assignment is to analyze your cooperating teacher's room and then create your own discipline plan with notations regarding how and why you are varying from your cooperating teacher.

2. Classroom Organization Plan (50 points)

The physical organization of the classroom is a critical component in the instructional and management climate. Describe how you will organize your classroom and justify your decisions. (AP 9) You will also submit a drawing of your classroom to scale (use of graph paper is recommended but not required) and include movable furniture (desks, chairs, file cabinets, trash cans, etc.) as well as non-movable aspects of the room (windows, doors, bulletin and white boards, etc.).

3. Classroom Routines (50 points)

Routines allow for the efficient transition from one activity to another, the collection and distribution of materials, and allow the teacher to maximize the amount of time spent on instruction while minimizing the amount of time spent on management. What routines will you establish in your classroom and why? (AP 9) Be sure to include policies and procedures such as how and where homework is to be turned in, bathroom and water fountain passes, pencil sharpening rules, and beginning- and end-of-day procedures you would establish.

C. Know Your School (50 points)

Explore the physical plant, the adults in the school and the services they provide, the neighborhoods the children come from, the racial/ethnic make-up of the student body, the school's mission, and the school's performance on state-wide testing. In the "Study of School Services" section of this assignment you are asked to meet and interview a number of individuals who work in or with your school to determine their responsibilities and the services they provide for children. As one outcome of these interviews you will write a paper identifying teacher behaviors that indicate sensitivity to cultural and linguistic differences. (ESOL 3.2) (AP 1, 2, 5, 6, 9, 11, 12)

D. Know Your Classroom (50 points)

Identify your physical space, the location of materials and resources, how the day and week are organized, the people your children interact with each week, classroom rules and routines, how your teacher plans for and monitors standards, and your supervising teacher's education and major life experiences. This will also include researching your Cooperating Teacher's classroom routines, organization, and discipline plans. (AP 1, 5, 7, 9, 10)

E. Know Your Children (200 points)

This assignment consists of four components. The first three require collecting information and drawing conclusions about all of the students in your class. These sections also serve as data to be included in the "Case Study" (#4 below). (1) Collect names, gender, race, language, socio-economic status, special needs, and retention history. What is the class profile in reading, writing, and math? What music do your children listen to? What games do they play? In what after school activities are they involved? Keep in mind that you cannot disclose information that would identify the students to anyone who does not have a right to this information. (2) Complete a sociogram, indicating how students see each other as friends (more information will be given in class on how to construct this). (3) Look at test results to identify trends in learning: do your students grasp some content better than any other? Do you see an influence of home life, socioeconomic status (SES), parent involvement, etc., in how and how much your students learn? (4) Write a 2-page (approx.) case study of one student: the child's likes and dislikes in and out of school, what you have noticed about the child, any pertinent background on the child, etc. Use all available information to develop a report that would help a teacher understand how to teach, manage, and motivate this child. (AP 1, 5, 7, 10)

F. Unit Plan (100 points)

You will create or adapt a short unit plan that includes 3 formal lesson plans that you have written. Other components of the unit should include an overview (3-5 sentence introduction) and major educational goals the unit will reach. The unit can be one that you and your Cooperating Teacher are doing in your class. The unit will be evaluated by how well it demonstrates: long-term planning; lessons keyed to the Sunshine State Standards (standard, benchmark, and grade level expectation need to be explicitly demonstrated); a variety of instructional techniques, materials, and evaluative techniques; strong evidence that your instruction has caused children to learn; and demonstration of the ESOL indicators listed below. (AP 1, 10) The unit is your way to document that you have put into practice the knowledge and skills you have developed in the program. More detail on this assignment can be found under "Unit" in the assignment section. The unit and lessons will include and be evaluated for the following ESOL standards:

- Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. (ESOL 4.1, 14.2)
- Identify culture-specific features of content curricula. (ESOL 4.3, 13.6)
- Identify content specific vocabulary. (ESOL 12.1, 17.1)
- Adapt content-area tests to ESOL levels appropriate to LEP students. (ESOL 12.6, 20.3)
- Identify culture-specific, non-verbal communications. (ESOL 13.5)
- Apply ethno-linguistic and cross-cultural knowledge to classroom management techniques. (ESOL 14.1)
- Adapt items from school curricula to cultural and linguistic differences. (ESOL 4.2, 14.3, 16.2)
- List examples of realia that are designed to teach LEP students. (ESOL 17.4)
- Determine strategies for content-area teachers to use with LEP students. (ESOL 17.5)
- Apply multi-sensory ESOL strategies for instructional purposes. (ESOL 18.4)

G. Professional Competency Portfolio (50 points)

A major assignment of the course is a professional portfolio. More detail on this assignment can be found under "Competencies" in the assignment section. The portfolio will include the following sections

1. Florida Educator Accomplished Practice

   A self-diagnosis of your abilities using the Pre-professional Accomplished Practices Self-Diagnosis instrument will be provided. You are to conduct a self-assessment at the beginning of the term. The end of the term, you will conduct a second self-evaluation and be evaluated by your directing teacher. (AP 1-12)

2. ESOL Competencies

   Both through self-assessment and through cooperating teacher/ university supervisor/ EDG4410 instructor verification, each student will be evaluated on the extent to which s/he demonstrates a variety of teacher competencies required by the program and the State of Florida in working with ESOL and LEP children. (AP 8, ESOL 1 - 25) This is a summary of the demonstration of ESOL competencies across the entire program and is not limited to the competencies demonstrated this semester.

3. Essential Teaching Competencies

   Demonstrate 20 essential teaching competencies through evaluation by your cooperating teacher.

H. Employment Portfolio (50 points)

This portfolio will be designed to support your application for a teaching position. While it is not the same as the Professional Competencies Portfolio, it will draw materials from it. (AP 1-12)

This is your "brag book" that you will present to principals and teacher teams whom are interested in hiring you. In addition to your resume, transcript, and references; the Employment Portfolio will include your professional development plan and documentation of your success in developing professional competencies.

Most of this task will be completed as you complete the tasks listed for the course. Although some of you may use photos to document the competencies or AP's, this portfolio is NOT a photo scrapbook for remembrances of your student teaching experiences. More detail on this assignment can be found under "Employment Portfolio" in the assignment section.

VIII. Evaluation

Although you will be evaluated in a number of areas, the items included in the grade are limited. This will allow you the latitude to try new things without the risk of a low grade. The following items will be evaluated for inclusion in the course grade:

Summative Evaluation

Item Evaluated	Max. Points
A. Daily Participation	200
B. Discipline Plan	200
Classroom Organization Plan	50
Classroom Routines	50
C. Know Your School	50
D. Know Your Classroom	50
E. Know Your Children	200
F. Unit Plan	100
G. Professional Competencies Portfolio	50
H. Employability Portfolio	50
Total	1000

Any major written assignments evaluated by the instructor will be submitted as complete. If extensive errors or there is misunderstanding of the assignment, the instructor may return the work for revision. Point reduction for work being redone, if any, will be based on the reason the original submission is not acceptable. If it has not been done thoroughly, you will not receive the feedback you will need to make it a high quality paper that meets the course requirements. If you submit a grossly incomplete or grammatically incorrect paper, the instructor may choose to not provide any feedback. You are strongly urged to have a peer edit your work, especially if you recognize that writing is difficult for you. Work is to be submitted by the due date. If you are not in class on the day an assignment is due, you may have a peer submit it for you or email the work as a Word document by midnight of the due date. Late work will receive a ten percent grade reduction.

Many of the assignments of this course are Florida Department of Education requirements for program approval and thus become requirements for graduation and certification. As such, the student must demonstrate mastery of each. For this reason, the student must complete each assignment and each major section of each assignment with a minimum score of 70 percent of the available points. If it becomes necessary to submit an assignment a third time to meet the minimum requirement, the grade recorded for the assignment will not be changed, but the record will show satisfactory completion of the assignment. Failure to submit or meet the minimum passing standard for even one assignment or section of an assignment could result in a failing grade for the course.

Final grades will be assigned based on the following scale:

Minimum	Maximum	Grade
930	1000	A
900	929	A-
870	899	B+
830	869	B
800	829	B-
770	799	C+
730	769	C
700	729	C-
699	699	D+
698	698	D
697	697	D-
0	696	F

Suggestions for Success – The whole purpose of this course is to prepare you for professional success. As in an elementary grade classroom, both teacher and student share the responsibility for success. The chart below identifies some of these responsibilities.

Responsibilities of the Teacher

- Treat each student as a professional who is able to make professional decisions and is worthy of respect.
- Make meaningful assignments.
- Evaluate and return student work in a timely manner. Comments should provide the student with helpful feedback.
- Conduct evaluations that both encourage students to do their best and document their current level of development.
- Identify when the student is having difficulty and offer assistance. Be available when students ask for assistance.

Responsibilities of the Student

- Behave like a professional in class, small groups, and in the public school. Treat each individual in these situations with respect.
- Work to understand the purpose of each assignment and how it fits into the total course.
- Do each assignment in a thorough manner and submit it on time so that helpful feedback may be provided. Revise and resubmit work when possible.
- Do your best to demonstrate what you know and can do in the evaluative events of the course. Work to understand the instructor's evaluation.
- Request assistance as soon you feel you are having difficulty.
- Contribute to the development of a success-oriented environment by maintaining a positive mental attitude.

IX. Course Outline

A. Introduction to EDG4421

B. Classroom Management

1. The Philosophical Basis for Discipline Plans: The student will learn three or more discipline philosophies, one of which must be Assertive Discipline, and explain their assumptions about the nature of children, the causes of misbehavior, appropriate management techniques, and the role of the teacher in dealing with misbehavior.
2. The Role of the Teacher in Classroom Management: The student will analyze the teacher's role in designing, teaching, and implementing a classroom management plan.
3. Strategies for Effective Classroom Management: The student will identify and evaluate a wide range of management strategies for dealing with misconduct, interruptions, intrusions, and digressions. The student will identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. (ESOL 3.2, 4.1, 14.2, 18.3), identify culture-specific, non-verbal communications (ESOL 3.4, 13.5), and apply ethno-linguistic and cross-cultural knowledge to classroom management techniques. (ESOL 14.1)
4. Teaching Responsible Behavior: The student will create a plan for explaining, teaching, modeling, re-teaching, and implementing the plan.
5. Seeking External Support and Cooperation: The student will create a plan to secure administrative and parental support for her/his classroom management plan at the beginning of the year and describe how this initial support may be used to deal with behavioral problems when they do arise.
6. Maintaining Records of Disciplinary Events and Actions: The student will create a plan for recording disciplinary events and actions.
7. Classroom Routines: The student will create and implement a set of classroom routines designed to create a positive, effective, and efficient learning environment.
8. Classroom Organization: The student will create and implement a classroom organizational plan that will support a positive, effective, and efficient learning environment.
9. Concerns of Beginning Teachers: The student will identify emotions common to beginning teachers.

C. Getting to Know Your School, Classroom, and Children

1. Getting to Know Your School: The student will identify and describe the characteristics of the physical plant, neighborhoods served by school, racial/ethnic make-up of the student body, members of grade level team, school leaders, those who provide support services, and the mission and policies of the school to which s/he is assigned. The student will also identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. (ESOL 3.2)
2. Getting to Know Your Classroom: The student will identify and describe the physical space; materials and resources; organization of the day and week; routines; and the rules, rewards, and consequences for the classroom to which s/he is assigned.
3. Getting to Know Your Children: The student will identify characteristics of children in the class, create an academic profile, identify available services for children with special needs, examine how student records are maintained, conduct a case study of one child in the classroom, and use standardized test results to improve student learning.

D. Creating a Positive and Safe Learning Environment

1. Health and Safety: The student will identify ways to provide a positive and safe learning environment for all children.
2. The student will identify atypical behaviors associated with various disabilities and differentiate these from non-compliance and acting out.
3. The student will identify overt signs of severe emotional distress in children and have knowledge of appropriate intervention and referral procedures.
4. The student will identify signs of alcohol and drug abuse in children and appropriate intervention and referral procedures.
5. The student will identify physical and behavioral indicators of child abuse and neglect.

E. The Effective Teacher

1. The student will identify the dispositions that most often characterize effective teachers. The student will also identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. (ESOL 3.2, 4.1, 14.2, 18.3);
2. The student will identify the types of knowledge that characterizes effective teachers.
3. The student will describe the characteristics of effective, standards-based instruction and demonstrate these characteristics in his/her instructional planning.
4. The student will create an instructional unit that is keyed to standards, matches instructional techniques to the needs of the students, uses appropriate instructional materials, includes assessment of student learning, and refines the instructional plans based on the assessment of student learning. The student will also apply ethno-linguistic and cross cultural knowledge to classroom management techniques (ESOL 4.1, 14.1); identify teacher behaviors that indicate sensitivity to cultural and linguistic differences (ESOL 3.2, 4.1, 14.2); identify culture-specific, non-verbal communications and content-specific vocabulary (ESOL 3.4, 13.5); adapt items from school curricula to cultural and linguistic differences (ESOL 4.2, 12.1, 14.3, 16.2, 17.1); identify culture-specific features of content curricula (ESOL 4.3, 13.6); adapt content-area tests to ESOL levels appropriate to LEP students (ESOL 12.6, 20.3); determine strategies for content-area teachers to use with LEP students (ESOL 12.6. 20.3); list examples of realia that are designed to teach LEP students (ESOL 17.4); and apply multi-sensory ESOL strategies for instructional purposes (ESOL 18.4).
5. The student will identify ways of maintaining records of student and class progress including the use of technology.
6. The student will use standardized test results to improve student learning.
7. The student will demonstrate her/his ability to communicate effectively with children, professionals, and parents
8. The student will create a plan for professional growth

F. Legal Issues for Teachers

1. The student will identify the structure and authority of the school system
2. The student will identify employee rights and responsibilities
3. The student will identify student rights and responsibilities
4. The student will identify rights and responsibilities regarding reporting of child abuse and neglect.
5. The student will identify the Federal and Florida School Laws that apply to K-6 education.

G. Professional Ethics

1. The student will identify and interpret the Code of Ethics for the Education Profession in Florida
2. The student will identify and interpret the Principles of Professional Conduct of the Education Profession in Florida
3. The student will identify and interpret ethical issues that s/he is likely to face as a first year teacher.

H. Entering the Profession

1. The student will identify the steps necessary for becoming certified.
2. The student will participate in activities designed to help him/her apply for a teaching position.
3. The student will participate in activities designed to help him/her understand what will be expected in a Beginning Teacher Program.
4. The student will participate in activities designed to help him/her understand the Teacher Evaluation Process.
5. The student will create a long-term professional development plan and justify its components.
6. The student will participate in activities that will allow him/her to become a functioning member of the school and classroom staff.

I. Demonstrating Professional Teacher Competencies

1. The student will demonstrate and document achievement of the Florida Educator Accomplished Practices.
2. The student will demonstrate Music, Health, and Physical Education competencies.
3. The student will demonstrate ESOL competencies
4. The student will demonstrate the Essential Teacher Competencies.
5. The student will create, organize, and maintain a portfolio that demonstrates her/his development of professional competencies.
6. The student will create a portfolio to demonstrate his/her teaching competence and effectiveness in an employment interview.

X. Rubrics for Written Work

Student work will be evaluated on these areas: (1) Focus: how clearly the work represents and maintains a main idea, theme, or unifying point; (2) Organization: the structure or plan of development, how each point logically relates and transitions to the next; (3) Support: the quality of the details used to explain, clarify or define; and (4) Conventions: the proper use of punctuation, capitalization, spelling, and variation in sentence structure used in the work. (Adapted from *Florida Writes!* Florida Department of Education, Tallahassee, FL, 1996) A scoring method for each assignment will be provided for each assignment.

XI. Resources (no textbook is required for this course)

Benson, P. L., Galbraith, M. A., & Espeland, P. (1998). What kids need to succeed. Minneapolis: Free Spirit Publishing.

Canter, L and M. Canter (2001). Assertive discipline. Los Angeles, California, Canter and Associates.

Coloroso, B. (2002). Kids are worth it! New York: Harper Collins.

Coloroso, B. (1994). Winning at teaching...without beating your kids. CD – available at www.kidsareworthit.com.

Coloroso, B. (2003) The bully, the bullied, and the bystander. Book and CD – available at www.kidsareworthit.com.

Gurian, M. (2001). Boys and girls learn differently! A guide for teachers and parents. San Francisco: Jossey-Bass.

Payne, R. K. (2005) Poverty: A framework for understanding and working with students and adults from poverty. Highlands, TX: aha! Process, Inc.

Wong, H. K. and R. T. Wong (1998). The first days of school: how to be an effective teacher. Mountain View, California, Harry K. Wong Publications, Inc.

XII. Instructor

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XIII. Other Resources

A. The instructor maintains a collection of books, videotapes, web site resources, and instructional materials that are available for use by students.

B. A number of documents and links are available at the Blackboard site for this course (http://campus.fsu.edu).

APPENDIX G

COURSE SYLLABUS – FLORIDA STATE UNIVERSITY EDG 4410

CLASSROOM MANAGEMENT, LEGAL ISSUES, PROFESSIONAL ETHICS AND SCHOOL SAFETY (SPRING 2007)

The Florida State University
College of Education

EDG 4410

Classroom Management, Legal Issues, Professional Ethics, and School Safety

4 Credits

I. Purpose

This course is designed to serve three purposes – a capstone course that integrates and consolidate the experiences and training of the entire program, a support system for the student teaching experience, and a preparation for the initial teaching assignment. Specific knowledge and skills to be developed in the course include classroom management, classroom routines, organizing for instruction, planning for instruction; knowledge of legal and ethical responsibilities of teachers, and building safe learning environments. This course has Student Teaching (EDE-4943) as a corequisite and the two courses are integrated in assignments and expectations.

Many of the assignments for EDG4410 and EDE4943 are reciprocal. That is, the task is an assignment for both courses. EDG4410 functions as the vehicle for making the assignment, teaching the necessary material, creating the plans to be carried out in EDE4943, and monitoring the satisfactory completion of the assignment. EDE4943 is where the assignment will be implemented in the classroom. Thus, cross references between the two courses are not intended to make coverage of a topic look broader or more inclusive, but to document the reciprocal nature of the courses.

II. Goals

The assignments and class activities are designed to meet standards set by the following organizations in the documents listed:

Organization	Document
• Florida State University College of Education (COE)	• "Conceptual Framework"
• Florida Department of Education (FLDOE)	• State Rule 6A-5.066
• FLDOE	• "Accomplished Practices for Pre-professionals" (AP)
• FLDOE	• "Sunshine State Standards" (SSS)
• FLDOE	• English for Speakers of Other Languages (ESOL)
• FLDOE	• Essential Teacher Competencies

The student will:

A. Create and implement a classroom management plan that includes attention to the physical organization of the room, a set of routines, and a complete discipline plan. The discipline plan will include issues (culture specific, non-verbal communications and teacher behaviors that indicate sensitivity to cultural and linguistic differences) related to ESOL students. (AP 9, ESOL 3.4, 18.3)

Students with disabilities needing academic accommodations should 1) register with and provide documentation to the Student Disability Resource Center; 2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

B. Complete a study of his/her classroom, school, and community and incorporate this information into his/her preparation for the student teaching experience. This includes an individual case study. Although this is not designed to fully meet any ESOL indicator, the student is expected to gather information about cultural and linguistic differences in the class and use this information in many of the later assignments. (AP 1, 5, 7, 9, 10).

C. Identify and implement a plan to create a positive and safe learning environment for all children. This will include identifying factors that limit the effectiveness of this environment and corrective actions that may be taken. (AP 9, 11)

D. Identify the characteristics of effective teachers. This includes communications with children, parents, and other professionals; continuous professional development; knowledge of content and pedagogy; and instructional planning. (AP 2, 3, 7, 8, 10)

E. Adhere to the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida. This includes both ethical and legal issues for teachers. (AP 6)

F. Identify the procedures for entering and succeeding in the profession. This includes certification, applying for a job, the beginning teacher program, the teacher evaluation process, and long-term professional development. (AP 3)

G. Demonstrate professional behaviors appropriate for entry into the professions. These will include:

1. The 12 Accomplished Practices (AP 1-12),
2. The 20 Teacher Competencies required by the State of Florida (AP 1-12),
3. ESOL competencies for both LEP children and all students (all at the Mastery Levels):

- Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students. Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. (ESOL 3.2) Identify culture-specific, non-verbal communications. (ESOL 3.4)
- Use knowledge of the cultural characteristics of Florida's LEP population to enhance instruction. (AP 10) Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. (ESOL 4.1) Adapt items from school curricula to cultural and linguistic differences. (ESOL 4.2) Identify culture-specific features of content curricula. ESOL 4.3)
- Apply content-based ESOL approaches to instruction. Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL in the content areas. (AP 8) Identify content specific vocabulary. (ESOL 12.1) Adapt content-area tests to ESOL levels appropriate to LEP students. (ESOL 12.6)
- Evaluate, design, and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon. (AP 9) Identify culture-specific, non-verbal communications. (ESOL 13.5) Identify culture-specific features of content curricula. (ESOL 13.6)
- Plan and evaluate instructional outcomes, recognizing the affects of race, gender, ethnicity, socioeconomic status and religion on the results. (AP 10) Apply ethnolinguistic and cross-cultural knowledge to classroom management techniques. (ESOL 14.1) Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. (ESOL 14.2) Adapt items from school curricula to cultural and linguistic differences. (ESOL 14.3)
- Design and implement effective unit plans and daily lesson plans, which meet the needs of ESOL children within the context of the regular classroom. (AP 10) Adapt items from school curricula to cultural and linguistic differences. (ESOL 16.2)
- Evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas. Identify content specific vocabulary. (ESOL 17.1) List examples of realia that are designed to teach LEP students. (ESOL 17.4) Determine strategies for content-area teachers to use with LEP students. (ESOL 17.5)

- Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of children. (AP 9) Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences (ESOL 18.3) Apply multi-sensory ESOL strategies for instructional purposes. (ESOL 18.4)
- Administer tests and interpret test results, applying basic measurement concepts. (AP 1) Adapt content-area tests to ESOL levels appropriate to LEP students. ESOL 20.3)

4. Elements of the following ESOL standards are reinforced in this course:

- Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle, and high school levels. (AP 10, ESOL 15)
- Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom. (ESOL 16)
- Use formal and alternative methods of assessment/evaluation of LEP children, including measurement of language, literacy, and academic content. (AP 1, ESOL 21)
- Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum. (AP 3) Identify strategies for facilitating articulation with administrators, content area teachers, parents, and the community. (ESOL 22.1)
- Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel. (AP 11) Identify strategies for facilitating articulation with administrators, content area teachers, parents, and the community. (ESOL 23.3)
- Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency. (AP 7, ESOL 25)

H. Assess the electronic capability of the assigned school and utilize the resources to (AP 2, 12):

1. communicate with other students in the course and university personnel;
2. provide technology enhanced instruction; and
3. use, under the teacher's direction, any electronic grade and attendance management systems.

I. Prepare an employability portfolio for use in obtaining a teaching position. (AP 1-12)

III. Prerequisites and Corequisites

A requirement of this course is that the student has satisfactorily completed all other courses for the degree in Elementary Education except EDE4943, which must be taken concurrently with EDG4410.

IV. Requirements

The student will be expected to:

A. Prepare for and participate in all class activities and discussions.

Because class participation and discussion are essential to student learning in a class like EDE-4421, you are expected to attend all scheduled classes. Each class meeting day is the equivalent of two to four 50 minute periods. Missing more than one day of scheduled class meetings will be considered inappropriate. Missing critical lessons may require you to complete an additional (and significant) assignment or prevent you from completing your work in the course. Your attendance will be an important component in your evaluation.

B. Demonstrate professional behavior at all times. Students not demonstrating professional behaviors will be removed from both EDG4410 and EDE4943 after a written warning.

C. Complete all assignments on time.

D. Demonstrate satisfactory mastery of basic skills in mathematics, written, and oral communications.

V. Assignments

All assignments are to be prepared using a computer word processing system unless the content of the assignment precludes such preparation.

A. Daily Assignments and Participation

The daily assignments are designed to help you keep up with course expectations and prepare materials that will be useful in your teaching. Daily points will be earned at a rate of ten points per class period with a maximum of four class periods per meeting day. The total score will then be "normalized" to fit the maximum score shown in the evaluation section. The point total for each class period will include the following five areas:

1. Class Participation

It is not possible for the instructor to directly evaluate everything you are expected to learn this term. Your attendance and participation will be used as indicators of your involvement and learning. You are expected to participate in class activities. To participate, you must be present, prepared, engaged in the activities, demonstrating professional behavior, and doing your best to help create a positive learning environment.

2. Attendance

Attendance is an important part of this course and good attendance is part of professional behavior. It is expected that you will be in class to gather information, participate in instructional activities, share in discussions, make presentations, and provide an audience when your colleagues or visitors are making presentations.

There are approximately 15 days of class meetings for this course. Each day's absence is the equivalent of missing one week's work. You cannot earn participation points unless you are in class. Being late to class or leaving early will count as one-half of a class absence. Absence from a "double" or "triple" class will count as two or three absences. There will be no penalty for missing up to one day (three periods) for reasons judged by the instructor to be unavoidable.

The instructor will reserve some flexibility for unusual circumstances and may make an assignment in lieu of attendance. These make up assignments will be limited to excused absences and those judged by the instructor to be unavoidable. They may not be used to cover being late to class, daily assignments not turned in on time when in attendance, or lost points due to unprofessional behavior.

These assignments will be significant and in written form. There is no assumption that handing in the assignment will qualify for the full participation credit. The assignments will be evaluated on the match with the goals stated when it was negotiated and the quality of the presentation. The rubric used for other written assignments will apply.

Extensive absences will not meet the objectives of this course and are likely to require that you withdraw from this course and student teaching. Transportation problems are not considered to be crises beyond your control.

3. Journal

You will keep a journal of your reactions, thoughts, problems, questions, etc. as you progress through this experience. The journal is submitted to the University (Student Teaching) Supervisor. A summary of "high points" will be shared with other members of the class as shown in the schedule. Credit for the journal will require that it be submitted on time. The University Supervisor will evaluate the journal for depth and insight. (AP 1-12)

4. Sequential Plan

Develop, with your University Supervisor and your Directing Teacher, a plan for the semester which includes all of the items listed below:

- Time to complete the work of EDE-4421 in the early weeks of the term,
- time to observe in music, art, PE, and special classes at the school,
- time to observe within the assigned classroom,
- time to observe in classrooms one grade above and one grade below the assigned classroom,
- opportunities for individual and small group instruction,
- a schedule of increasing responsibility for planning and management to include an extended time (3 - 4 weeks or more) in which the student teacher takes all responsibility for planning and management and the Directing Teacher functions as an "assistant."

The University Supervisor will be responsible for evaluating the sequential plan.

5. Small Group Interactions

During the course of the semester you and a group of your peers are required to meet with your University Supervisor three to six times, each for at least 60 minutes, to discuss your experiences. The University Supervisor will be responsible for evaluating these sessions. (AP 3)

B. Classroom Management Plan

1. Discipline Plan and Rationale

This will be your own adaptation and critical analysis of your cooperating teacher's school and classroom discipline plan. It is to include what you are adapting to fit your personal style, areas of discomfort, adaptations necessary for individual children, etc. Your plan will be expected to identify culture-specific, non-verbal communications (ESOL 3.4) and identify teacher behaviors that indicate sensitivity to cultural and linguistic differences (ESOL 18.3) You will need to justify each of the components of your plan. (AP 2, 7, 9, 11) More detail on this assignment can be found under "Classroom Discipline Plan" in the assignment section.

2. Classroom Organization Plan

The physical organization of the classroom is a critical component in the instructional and management climate. Describe how you will organize your classroom and justify your decisions. (AP 9) More detail on this assignment can be found under "Classroom Organization Plan" in the assignment section.

3. Classroom Routines

Routines allow for the efficient transition from one activity to another, the collection and distribution of materials, and allow the teacher to maximize the amount of time spent on instruction while minimizing the amount of time spent on management. What routines will you establish in your classroom and why? (AP 9) More detail on this assignment can be found under "Classroom Routines" in the assignment section.

C. Know Your School

Explore the physical plant, the adults in the school and the services they provide, the neighborhoods the children come from, the racial/ethnic make-up of the student body, the school's mission, and the school's performance on state-wide testing. In the "Study of School Services" section of this assignment you are asked to meet and interview a number of individuals who work in or with your school to determine their responsibilities and the services they provide for children. As one outcome of these interviews you will write a paper identifying teacher behaviors that indicate sensitivity to cultural and linguistic differences. (ESOL 3.2) (AP 1, 2, 5, 6, 9, 11, 12) More detail on this assignment can be found under "Know Your School" in the assignment section.

D. Know Your Classroom –

Identify your physical space, the location of materials and resources, how the day and week are organized, the people your children interact with each week, classroom rules and routines, how your teacher plans for and monitors standards, and your supervising teacher's education and major life experiences. This will also include researching your Directing Teacher's classroom routines, organization, and discipline plans. (AP 1, 5, 7, 9, 10) More detail on this assignment can be found under "Know Your Classroom" in the assignment section.

E. Know Your Children

This assignment consists of four components. The first three require collecting information and drawing conclusions about all of the students in your class. These sections also serve as data to be included in the "Case Study".

1. Who are your children?

Collect names, gender, race, language, socio-economic status, special needs, and retention history? What is the class profile in reading, writing, and math? What music do your children listen to? What games do they play? In what after school activities are they involved? Keep in mind that you cannot disclose information that would identify the students to anyone who does not have a right to this information.

2. Sociometry

3. Using Test Results to Improve Learning

4. Case Study

Select a student and, using all available information, develop a report on the information that would help a teacher understand how to teach, manage, and motivate this child. (AP 1, 5, 7, 10)

F. Unit Plan

The evaluation of the unit will be determined by how well it demonstrates: long-term planning; lessons keyed to the Sunshine State Standards (Standard, benchmark, and grade level expectation need to be explicitly demonstrated); a variety of instructional techniques, materials, and evaluative techniques; strong evidence that your instruction has caused children to learn; and demonstration of the ESOL indicators listed below. (AP 1, 10) The unit is your way to document that you have put into practice the knowledge and skills you have developed in the program. More detail on this assignment can be found under "Unit" in the assignment section. The unit and lessons will include and be evaluated for the following ESOL standards:

- Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. (ESOL 4.1)
- Adapt items from school curricula to cultural and linguistic differences. (ESOL 4.2)
- Identify culture-specific features of content curricula. (ESOL 4.3)
- Identify content specific vocabulary. (ESOL 12.1)
- Adapt content-area tests to ESOL levels appropriate to LEP students. (ESOL 12.6)
- Identify culture-specific, non-verbal communications. (ESOL 13.5)
- Identify culture-specific features of content curricula. (ESOL 13.6)
- Apply ethnolinguistic and cross-cultural knowledge to classroom management techniques. (ESOL 14.1)
- Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. (ESOL 14.2)
- Adapt items from school curricula to cultural and linguistic differences. (ESOL 14.3)
- Adapt items from school curricula to cultural and linguistic differences. (ESOL 16.2)
- Identify content specific vocabulary. (ESOL 17.1)
- List examples of realia that are designed to teach LEP students. (ESOL 17.4)
- Determine strategies for content-area teachers to use with LEP students. (ESOL 17.5)
- Apply multi-sensory ESOL strategies for instructional purposes. (ESOL 18.4)
- Adapt content-area tests to ESOL levels appropriate to LEP students. ESOL 20.3)

G. Professional Competency Portfolio

A major assignment of the course is a professional portfolio. More detail on this assignment can be found under "Competencies" in the assignment section. The portfolio will include the following sections

1. Florida Educator Accomplished Practice

   A self-diagnosis of your abilities using the Preprofessional Accomplished Practices Self-Diagnosis Instrument will be provided. You are to conduct a self-assessment at the beginning of the term. The end of the term, you will conduct a second self-evaluation and be evaluated by your directing teacher. (AP 1-12)

2. ESOL Competencies

   Both through self-assessment and through cooperating teacher/ university supervisor/ EDG4410 instructor verification, each student will be evaluated on the extent to which s/he demonstrates a variety of teacher competencies required by the program and the State of Florida in working with ESOL and LEP children. (AP 8, ESOL 1-25) This is a summary of the demonstration of ESOL competencies across the entire program and is not limited to the competencies demonstrated this semester.

3. Essential Teaching Competencies

   Demonstrate 20 essential teaching competencies through evaluation by your directing teacher.

H. Employment Portfolio

This portfolio will be designed to support your application for a teaching position. While it is not the same as the Professional Competencies Portfolio, it will draw materials from it. (AP 1-12)

This is your "brag book" that you will present to principals and teacher teams whom are interested in hiring you. In addition to your resume, transcript, and references; the Employment Portfolio will include your professional development plan and documentation of your success in developing professional competencies.

Most of this task will be completed as you complete the tasks listed for the course. Although some of you may use photos to document the competencies or AP's, this portfolio is NOT a photo scrapbook for remembrances of your student teaching experiences. More detail on this assignment can be found under "Employment Portfolio" in the assignment section.

VI. Evaluation

Although you will be evaluated in a number of areas, the items included in the grade are limited. This will allow you the latitude to try new things without the risk of a low grade. The following items will be evaluated for inclusion in the course grade:

Summative Evaluation

Item Evaluated	Max. Points
A. Daily Participation	150
B. Know Your School	20
C. Know Your Classroom	30
D. Know Your Children	180
E. Classroom Management Plan	
1. Classroom Organization Plan	150
2. Classroom Discipline Plan	200
3. Classroom Routines	225
F. Unit Plan	10
G. Professional Competencies	25
H. Employability Portfolio	10
Total	1000

Each of the major written assignments evaluated by the instructor will be submitted first as a draft. Please note that this is formal writing and slang is not acceptable. The draft should be prepared as if it were the final copy. If it has not been done thoroughly, you will not receive the feedback you will need to make it a high quality paper that meets the course requirements. If you submit a grossly incomplete paper, the instructor may choose to not provide any feedback. Do not assume that the draft is optional. If the draft is not submitted by the due date, the grade on the final paper will be reduced ten percent and you will lose the opportunity for constructive feedback. In a like manner, if the final copy is not submitted on time, the grade will be reduced by ten percent.

Many of the assignments of this course are Florida Department of Education requirements for program approval and thus become requirements for graduation and certification. As such, the student must demonstrate mastery of each. For this reason, the student must complete each assignment and each major section of each assignment with a minimum score of 70 percent of the available points. If it becomes necessary to submit an assignment a third time to meet the minimum requirement, the grade recorded for the assignment will not be changed, but the record will show satisfactory completion of the assignment. Failure to submit or meet the minimum passing standard for even one assignment or section of an assignment will result in a failing grade for the course.

This evaluation strategy assigns (adds) points based upon the quality of the work and the match between the student's work and the objectives for the assignment. Points are never "taken off". The objective of the strategy is to document and emphasize those things you know and can do rather than those things you don't know or can't do. Detailed information about how assignments will be evaluated will be provided.

Final grades will be assigned based on the following scale:

Minimum	Maximum	Grade
930	1000	A
900	929	A-
870	899	B+
830	869	B
800	829	B-
770	799	C+
730	769	C
700	729	C-
699	699	D+
698	698	D
697	697	D-
0	696	F

Suggestions for Success – The whole purpose of this course is to prepare you for professional success. As in an elementary grade classroom, both teacher and student share the responsibility for success. The chart below identifies some of these responsibilities.

Responsibilities of the Teacher

- Treat each student as a professional who is able to make professional decisions and is worthy of respect.
- Make meaningful assignments.
- Evaluate and return student work in a timely manner. Comments should provide the student with helpful feedback.
- Conduct evaluations that both encourage students to do their best and document their current level of development.
- Identify when the student is having difficulty and offer assistance. Be available when students ask for assistance.

Responsibilities of the Student

- Behave like a professional in class, small groups, and in the public school. Treat each individual in these situations with respect.
- Work to understand the purpose of each assignment and how it fits into the total course.
- Do each assignment in a thorough manner and submit it on time so that helpful feedback may be provided. Revise and resubmit work when possible.
- Do your best to demonstrate what you know and can do in the evaluative events of the course. Work to understand the instructor's evaluation.
- Request assistance as soon you feel you are having difficulty.
- Contribute to the development of a success-oriented environment by maintaining a positive mental attitude.

VII. Course Outline

A. Introduction to EDG4410

B. Classroom Management

1. The Philosophical Basis for Discipline Plans: The student will list three or more discipline philosophies and explain their assumptions about the nature of children, the causes of misbehavior, appropriate management techniques, and the role of the teacher in dealing with misbehavior.
2. The Role of the Teacher in Classroom Management: The student will analyze the teacher's role in designing, teaching, and implementing a classroom management plan.
3. A Specific Discipline Model - Assertive Discipline: The student will identify the components of the Assertive Discipline model, create and justify a plan, and implement the plan in the classroom.

4. Strategies for Effective Classroom Management: The student will identify and evaluate a wide range of management strategies for dealing with misconduct, interruptions, intrusions, and digressions. Instruction will include: Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. (ESOL 3.2, 4.1, 14.2, 18.3); Identify culture-specific, non-verbal communications (ESOL 3.4, 13.5); and Apply ethnolinguistic and cross-cultural knowledge to classroom management techniques. (ESOL 14.1)
5. Teaching Responsible Behavior: The student will create a plan for explaining, teaching, modeling, re-teaching, and implementing the plan.
6. Seeking External Support and Cooperation: The student will create a plan to secure administrative and parental support for her/his classroom management plan at the beginning of the year and describe how this initial support may be used to deal with behavioral problems when they do arise.
7. Maintaining Records of Disciplinary Events and Actions: The student will create a plan for recording disciplinary events and actions.
8. Classroom Routines: The student will create and implement a set of classroom routines designed to create a positive, effective, and efficient learning environment.
9. Classroom Organization: The student will create and implement a classroom organizational plan that will support a positive, effective, and efficient learning environment.
10. Why Do You Feel the Way You Do? The student will identify emotions common to beginning teachers.

C. Getting to Know Your School, Classroom, and Children

1. Getting to Know Your School: The student will identify and describe the characteristics of the physical plant; neighborhoods served by school; racial/ethnic make-up of the student body; members of grade level team; school leaders; those who provide support services; and the mission and policies of the school to which s/he is assigned. Instruction will include: Identifying teacher behaviors that indicate sensitivity to cultural and linguistic differences. (ESOL 3.2)
2. Getting to Know Your Classroom: The student will identify and describe the physical space; materials and resources; organization of the day and week; routines; and the rules, rewards, and consequences for the classroom to which s/he is assigned.
3. Getting to Know Your Children: The student will identify characteristics of children in the class, create an academic profile, identify available services for children with special needs, examine how student records are maintained, conduct a case study of one child in the classroom, and use standardized test results to improve student learning.

D. Creating a Positive and Safe Learning Environment

1. Health and Safety: The student will identify ways to provide a positive and safe learning environment for all children.
2. The student will identify atypical behaviors associated with various disabilities and differentiate these from non-compliance and acting out.
3. The student will identify overt signs of severe emotional distress in children and have knowledge of appropriate intervention and referral procedures.
4. The student will identify signs of alcohol and drug abuse in children and appropriate intervention and referral procedures.
5. The student will identify physical and behavioral indicators of child abuse and neglect.

E. The Effective Teacher

1. The student will identify the dispositions that most often characterize effective teachers. Instruction will include: Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. (ESOL 3.2, 4.1, 14.2, 18.3);
2. The student will identify the types of knowledge that characterizes effective teachers.
3. The student will describe the characteristics of effective, standards-based instruction and demonstrate these characteristics in his/her instructional planning.
4. The student will create an instructional unit that is keyed to standards, matches instructional techniques to the needs of the students, uses appropriate instructional materials, includes assessment of student learning, and refines the instructional plans based on the assessment of student learning. Instruction will include: Instruction will include:
   - Apply ethnolinguistic and cross-cultural knowledge to classroom management techniques. (ESOL 4.1, 14.1)
   - Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. (ESOL 3.2, 4.1, 14.2)
   - Identify culture-specific, non-verbal communications. Identify content specific vocabulary. (ESOL 3.4, 13.5)
   - Adapt items from school curricula to cultural and linguistic differences. (ESOL 4.2, 14.3, 16.2)
   - Identify culture-specific features of content curricula. (ESOL 4.3, 13.6)
   - Identify content specific vocabulary. (ESOL 12.1, 17.1)
   - Adapt content-area tests to ESOL levels appropriate to LEP students. (ESOL 12.6, 20.3)
   - Determine strategies for content-area teachers to use with LEP students. (ESOL 17.5)

- List examples of realia that are designed to teach LEP students. (ESOL 17.4)
- Apply multi-sensory ESOL strategies for instructional purposes. (ESOL 18.4)

5. The student will identify ways of maintaining records of student and class progress including the use of technology.
6. The student will use standardized test results to improve student learning.
7. The student will demonstrate her/his ability to communicate effectively with children, professionals, and parents
8. The student will create a plan for professional growth

F. Legal Issues for Teachers

1. The student will identify the structure and authority of the school system
2. The student will identify employee rights and responsibilities
3. The student will identify student rights and responsibilities
4. The student will identify rights and responsibilities regarding reporting of child abuse and neglect.
5. The student will identify the Federal and Florida School Laws that apply to K-6 education.

G. Professional Ethics

1. The student will identify and interpret the Code of Ethics for the Education Profession in Florida
2. The student will identify and interpret the Principles of Professional Conduct of the Education Profession in Florida
3. The student will identify and interpret ethical issues that s/he is likely to face as a first year teacher.

H. Entering the Profession

1. The student will identify the steps necessary for becoming certified.
2. The student will participate in activities designed to help him/her apply for a teaching position.
3. The student will participate in activities designed to help him/her understand what will be expected in a Beginning Teacher Program.
4. The student will participate in activities designed to help him/her understand the Teacher Evaluation Process.
5. The student will create a long-term professional development plan and justify its components.
6. The student will participate in activities that will allow him/her to become a functioning member of the school and classroom staff.

I. Demonstrating Professional Teacher Competencies

1. The student will demonstrate and document achievement of the Florida Educator Accomplished Practices
2. The student will demonstrate Music, Health, and Physical Education competencies.
3. The student will demonstrate ESOL competencies
4. The student will demonstrate the Essential Teacher Competencies.
5. The student will create, organize, and maintain a portfolio that demonstrates her/his development of professional competencies.
6. The student will create a portfolio to demonstrate his/her teaching competence and effectiveness in an employment interview.

VIII. Academic Honor Code - The Academic Honor System of Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and social responsibility on the part of the University community.

A complete statement of the Academic Honor code is available on the instructor's Blackboard site (http://campus.fsu.edu).

IX. Rubric for Written Work

This rubric identifies elements that will be considered in all written work. The content standards and a scoring method for each assignment will be provided as well.

FOCUS: Focus refers to how clearly the paper presents and maintains a main idea, theme, or unifying point.

- Papers at the lower and middle scores may contain information that is loosely related, extraneous, or both.
- Papers at the higher scores demonstrate a consistent awareness of the topic and do not contain loosely related or extraneous information.

ORGANIZATION: Organization refers to the structure or plan of development (beginning, middle, and end) and whether the points logically relate to one another. Organization also refers to the use of transitional devices (terms, phrases, and variation in sentence structure) (1) to signal the relationship of the supporting ideas to the main idea, theme, or unifying point, and (2) as evidence of the connection and movement between sentences.

- Papers at the lower scores may lack transitional devices and summary or concluding statements.
- Papers at the higher scores use transitions to signal the plan or text structure and end with developed summary or concluding statements.

SUPPORT: Support refers to the quality of details used to explain, clarify, or define. The quality of the support depends on word choice, specificity, depth, credibility, and thoroughness. In a research section, this includes a clear demonstration of thorough information gathered from the writer's research.

- Papers at the lower scores may contain support that is a bare list of events or reasons, support that is extended by a detail, or both. In a research section there are few references and few supporting details.
- Papers at the higher scores provide elaborated examples and illustrations that are fully developed, and the relationship between the supporting ideas and the topic is clear. In a research section there is a broad sampling of available research and significant supporting detail.

CONVENTIONS: Conventions refers to punctuation, capitalization, spelling, and variation in sentence structure used in the paper.

- Papers at the lower and middle scores may contain some or many errors in punctuation, capitalization, spelling, and sentence structure and may have little variation in sentence structure.
- Papers at the higher scores follow, with few exceptions, the conventions of punctuation, capitalization, and spelling and use a variety of sentence structures to present ideas.

Adapted from: *Florida Writes!*
Florida Department of Education, Tallahassee, FL, 1996

X. Textbooks

The following texts are required:

Canter, L and M. Canter (2001). Assertive discipline. Los Angeles, California, Canter and Associates.

Canter, L and M. Canter (2001). Succeeding with Difficult Students. Los Angeles, California, Canter and Associates.

These texts serve as references for the course:

The following texts are highly recommended:

Stronge, J. H. (2002). Qualities of effective teachers. Alexandria Virginia, Association for Supervision and Curriculum Development.

Weinstein, C. S. and A. J. Mignano (2003). Elementary classroom management: lessons from research and practice, Boston, McGraw-Hill Higher Education.

Wong, H. K. and R. T. Wong (1998). The first days of school: how to be an effective teacher. Mountain View, California, Harry K. Wong Publications, Inc.

XI. Bibliography

An extensive bibliography is available for this course on the instructor's Blackboard site (http://campus.fsu.edu).

XII. Instructor

Dr. Robert Clark

Office: 215H Stone
Office Phone: 850-644-0370
Home Phone: 850-385-3970
E-mail: clark@coe.fsu.edu

XIII. Other Resources

A. The instructor maintains a collection of books, videotapes, computer programs, and instructional materials that are available for use by students.

B. A number of documents and links are available at the Blackboard site for this course (http://campus.fsu.edu).

APPENDIX H

COURSE SYLLABUS – OHIO STATE UNIVERSITY EDU PAES 721

CLASSROOM MANAGEMENT (FALL 2011)

EDU PAES 721

Classroom Management

The Ohio State University
College of Education
School of Physical Activity and Educational Services
Fall 2011
(U/G 3)
PAES 151

Instructor:	**TA:**
Kathy Lawton, PhD, BCBA-D	Rachel Lee
Kathy.lawton@osumc.edu	lee.3591@osu.edu
Office hours: Thursday: 3:30-5:00	Office hours: Wednesday, 2:00-3:30
Office hour location: PAES A342	Office hour location: PAES A342
McCampbell Hall Office: 275D	

Rationale/Overview of the Course

This course focuses on current teaching practices in the field, with an emphasis on the examination of the research base of classroom management. In addition, the course covers procedures for serving learners with behavior problems who are served by consultants and resource, self-contained, and general education teachers. Students are expected to synthesize and analyze research on effective teaching and management practices and to apply the knowledge to classroom situations for students with disabilities.

Course Objectives: The Students will ...

Discipline Taught and Foundations of Special Education

1. Appropriately apply the concept of least restrictive environment, using the Continuum of placements and services.
2. Understand the field as an evolving and changing discipline based on Philosophies, evidence-based principles and theories, relevant laws and policies, Diverse and historical points of view, and issues that have historically influenced The field of special education and the individualization of learning. Use this Knowledge to examine their personal understandings and philosophies of special Education.
3. Understand the historical and philosophical foundations of services for individuals With mild and moderate disabilities. Know about current trends and issues in these areas.
4. Recognize the factors that influence the overrepresentation of Culturally/linguistically diverse students in programs for individuals with mild and moderate disabilities.

Student learning and development

5. Have knowledge of the characteristics of a wide array of disabilities and the ways

That students' abilities and disabilities impact learning and development. Hold realistically high expectations for students and create challenging and supportive learning opportunities.

6. Recognize that students with a specific disability may vary in their approaches to Learning depending on the nature of their disability, their level of knowledge and Functioning, and life experiences. Use this knowledge to design, implement and Evaluate appropriate instruction.
7. Understand how a disability in one area (e.g., physical, cognitive, social, and Emotional) can impact learning and development in other areas and use this knowledge to provide specialized supports.
8. Know the characteristics associated with mild and moderate disabilities and the Potential impact they may have on learning and development.
9. Understand the psychological, social and emotional characteristics of individuals With mild and moderate disabilities.

Diverse learners

10. Understand that families, communities, and cultures may perceive disabilities Differently depending upon values and belief systems. Seek to use these insights when working with students and their families and use culturally accepted ways of seeking information about the student's background.
11. Understand that cultural, ethnic, gender, and linguistic differences may be Confused with or misinterpreted as manifestations of a disability and take actions to guard against inappropriate assessment and over-and under-identification of students for special education services.
12. Have a repertoire of strategies to build awareness, acceptance, and appreciation for Students with disabilities. Collaborate with other members of the school community to implement these strategies.

Teaching strategies

13. Understand and use a range of specialized instructional strategies that reflect best practice. Use assistive and instructional technologies to promote learning and independence of students with disabilities.
14. Use strategies that increase the self-awareness, self-management, self-control, Self-reliance, and self-advocacy of students with disabilities. Identify and use instructional strategies that have been successful in different learning environments, such as home, school, and workplace.
15. Describe the advantages and limitations of instructional strategies and practices For teaching individuals with mild and moderate disabilities.
16. Use research-based reading methods with individuals with mild and moderate Disabilities to promote stronger outcomes.

Learning environment

17. Foster environments in which diversity is valued and individuals are taught to live Harmoniously and productively in a culturally diverse world.
18. Recognize situations that are likely to promote intrinsic motivation and create Learning environments that encourage engagement, self-motivation, and self-advocacy.
19. Have a repertoire of effective strategies for promoting positive behavior and

Building constructive relationships between students with disabilities and their non-disabled peers. Conduct functional behavior assessments, explore optional strategies, monitor outcomes, and design and implement positive behavioral support plans.

20. Help students develop positive strategies for coping with frustrations in learning And social situations. Facilitate the development, implementation and monitoring of prevention and intervention programs for students with disabilities who exhibit challenging behaviors.
21. Modify the physical environment to provide optimal learning opportunities for Individuals with mild and moderate disabilities.
22. Minimize barriers to accessibility and facilitate acceptance of individuals with Mild and moderate disabilities.
23. Use appropriate methods to ensure individual academic success in one to one, Small group and large group settings.
24. Establish a consistent classroom routine for students with mild and moderate Disabilities.
25. Assist students in using problem solving and conflict resolution skills.

Communication

26. Provide multiple opportunities to foster effective communication among students With disabilities and other members of the classroom to improve language and communication skills.

Planning

27. Work within the context of family and community to carry out the educational And life goals of students with mild and moderate disabilities.
28. Use ongoing assessment and student progress monitoring to write ieps and Account for student outcomes.

Assessment and Evaluation

29. Use a variety of assessment procedures to document students' learning, Behavior, and growth within multiple environments. Plan and conduct assessments to develop individual learning plans. Initiate, contact, and collaborate with other professionals throughout the identification and initial planning process, involve families and students in the process.
30. Be aware of and guard against over-and under-identification of disabilities based on Cultural, ethnic, gender, and linguistic diversity. Use assessment strategies that guard against misinterpreting these differences as disabilities.

Reflective Practitioner

31. Read the professional literature and research, network with colleagues, and engage in professional development.
32. Reflect on the progress of individual students with disabilities and work with General education teachers, other professionals, students, and families to consider ways to build on the students' strengths and meet their needs.
33. Seek evidence about the approaches they use and regularly examine their beliefs In relation to the literature.
34. Reflect on the potential interaction between a student's cultural experiences and the student's disability.

Guidelines:

Come prepared to each class:

- You will not succeed in this class unless you complete all of the readings and assignments that are due for a particular day. You must also come to class ready to engage with your fellow students and the instructor.
- You need to do each of the readings because the content from the readings will be needed in order to complete an assignment for the particular class. It is essential that you complete the weekly typed assignments because these will be used for in-class activities, these assignments will be graded at the end of class, and feedback on the typed assignments will provide you with feedback for your final project; your final project is a large portion of your grade, so it will be helpful to know ahead of time from the instructor what modifications need to be made in order to receive full credit on a particular assignment.

Engage throughout class:

- In order to fully grasp the concepts that are presented in class, you need to ACTIVELY participate. Throughout each class, students will be given points for participating. Simply being physically present for the class is not enough for earning 'engagement' points. These engagement points should be 'easy' points for students to earn. Engagement is defined as actively participating in the course through posing relevant questions to the instructor or classmates, constructively taking part in class-wide discussions, and/or constructively taking part in group assignments. Engaging in activities that are not related to the class (e.g., texting, surfing the internet, working another class's assignment) is an automatic way to lose 'engagement points' for a particular class. If you have an unexcused absence for a particular class, you will be unable to earn engagement points for the particular class.

Weekly assignments:

- All assignments must be typed out at the beginning of the class.
- Again, you will be using your typed assignments throughout classroom activities, so it is critical that you come to class prepared with these weekly assignments.
- Turn in quality work. You will turn in the typed assignment(s) at the end of class and they will be graded. If the assignment(s) are scored as above a 50% according to the assignment's scoring rubric, you will receive maximum credit on the assignment.
- Throughout the class, your grade-level group will provide you with feedback about your assignment that you can use when you turn the assignment in as part of the final class product. You will also receive written feedback on the assignment from the instructor at the next week's class.
- The week before an assignment is due, students will receive the assignment grading rubric.
- Late assignments, emailed assignments, or handwritten assignments will not be accepted.
- If you need extra support creating quality work, please visit either of the instructors during office hours.
- It is possible to earn 1 point of extra credit on each weekly assignment if you receive a 90% or higher on the grading rubric.

Final project--class management portfolio:

- Your final project will be a culmination of all your work from the course.
- The rubric for the final project will be distributed during class on week 7.
- You will be turning in all assignments from the quarter.
    - You need to turn in the actual hardcopy assignments that you handed into the instructor. For example, you will need to turn in the student description text that you turned in on week 2. You will lose points on your final project if you do not have the actual hard copy assignments that you turned in.
    - You need to turn in each assignment's completed grading rubric that you received throughout the quarter. For example , you will need to turn in the completed graded rubric that the instructor completed for your assignment about student descriptions. You will lose points on your final project if you do not have the actual graded rubric that the instructor filled out throughout the quarter.
    - Your portfolio will need to include a revised version of the particular assignment. This revised assignment version will be evaluated according to the grading rubric that you already have a copy of. To decrease your work load toward the end of the quarter, you could always revise your assignments as the course progresses.
- You will need to justify through text each of your assignments in your portfolio.
    - During week 7, the instructor will explain what it means to justify each of your assignments.
- The portfolio will need to be organized as stipulated by the instructor.

Format of class:

- The beginning of class will be devoted to answering any questions or concerns students have about the reading or assignments. I will not plan lectures summarizing the readings because I expect students to come to class having read the chapters. If students require extra help understanding the reading, s/he needs to visit the instructor during her office hours or come to class with questions regarding the text. The intention of class time is for the students engage in higher order processing skills (e.g., application-oriented activities) to understand the reading concepts.
- The second phase of class will be devoted to instructor-directed guided practice. The instructor will provide at least one real-world 'example' of the text content. Students will be supervised by the instructor as they evaluate and interact with the example.
- The third phase of class will be devoted to cooperative tasks. Students will be divided up into groups according to the grade level that they wish to teach after graduation. Students will work with this grade level group throughout each class. Students will share at least one of their typed assignments with their group. The group members will provide one another will feedback regarding the assignment.
- The fourth phase of class will be spent reviewing one work sample from the cooperative group. The instructor and other students will provide feedback regarding the shared assignment.
- The fifth phase of class will be devoted to briefly explaining the upcoming week's assignment.
- During some weeks, we will have guest speakers and the typical format of class will need to be modified.

Guided reading notes:

- Some students find it helpful to have worksheets to fill out as they are completing assigned readings. These will be termed "guided reading notes" for our class.
- The week before a reading assignment is due, guided notes will be uploaded onto CARMEN. These guided reading notes will be an outline of the most important information from each chapter. To benefit from these guided reading notes, students will need to fill-in-the-blanks for these reading notes as they complete the assigned readings.
- Completing guided reading handouts is entirely optional. These guided reading assignments are simply meant to help students comprehend content covered in the reading.
- If you decide to use these guided reading notes and have difficulties filling them out, please see the instructor or TA.

Grading scale:

Assignment type	Percentage of grade	# of points
Weekly assignments	36%	4 points per week
Final project	46%	46 points
Attendance and participation	18%	2 points per class (starting week 2)

Grade	Percentage
A	93-100.0
A-	92-90
B+	89-87
B	86-83
B-	83-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
F	Below 60

Note: All cell phones must be turned off and out of sight during class. Laptops are not allowed in class unless special permission is granted by the instructor.

Texts:

Text books:

- Shea, T. M., & Bauer, A. M. (2012). *Behavior Management: A Practical Approach for Educators* (10th ed.). Merrill: Boston. (ISBN-10: 0137085044)
- Sprick, R. (2009). CHAMPS: A proactive & positive approach to classroom management. Pacific Northwest Publishing. (ISBN-13: 9780137085040)

Articles:

- Fox, L., Vaughn, B.J, Wyatte, M.I., & Dunlap, G. (2002). "We can't expect other people to understand": Family perspectives on problem behavior. *Council for Exceptional Children, 68,* 437-450.
- Musser, E., H., Bray, M.A., Kehle, T.J., & Jenson, W.R. (2001). Reducing disruptive behaviors in students with serious emotional disturbance. *School Psychology Review, 30,* 294-304.
- Turnbull, A., Edmonson, H., Griggs, P., Wickham, D., Sailor, W., Freeman, D.G, et al. (2002). A blueprint for schoolwide Positive Behavior Support: Implementation of Three Components. *Council for Exceptional Children, 68,* 377-402.
- McIntosh, K., Filter, K.J., Bennett, J.L., & Sugai, G. (2010). Principles of sustainable prevention: designing scale-up of school-wide positive behavior support to promote durable systems. Psychology in the Schools, 47.
- Sugai, G. & Horner, R.H. (2008). What we know and need to know about preventing problem behavior in schools. Exceptionality, 67-77.
- Weiss, N.R., & Knoster, T. (2008). It may be nonaversive, but is it a positive approach? Relevant questions to ask throughout the process of behavioral assessment and intervention. *Journal of Positive Behavior Interventions, 10, 72-78.*

Optional readings:

During some weeks you have the option of reading additional texts to better understand the content covered through the assigned readings. These readings are not mandatory, but are a helpful way to better comprehend the content covered in class.

Tentative Class Schedule:

(Note that this syllabus may change slightly to meet the needs of the class.)

Week	Topic	*Readings Due*	*Assignments Due*
Week 1	Review Course Structure of your classroom		
Week 2	Structure of your classroom	-Introduction, CHAMPS (optional) -Chapter 15-50, CHAMPS -Pgs. 63-78, CHAMPS	-Student descriptions -Daily schedule -Physical space -Attention signal
Week 3	Organization	-Pgs. 78-105, CHAMPS -Pgs. 108-126, CHAMPS	-Contextual overview: class -Beginning and ending routines -Classroom rules
Week 4	Expectations	-Chapter 4, CHAMPS -Chapter 5, CHAMPS	-Transition expectations -Lesson plan of how to teach classroom rules and expectations
Week 5	Behavior change process	-Chapter 3, Shea -Chapter 4, Shea -Chapter 5, Shea	-Individualized behavior plan: part 1

Week 6	Increasing positive behaviors	-Chapter 6, CHAMPS -311-352, CHAMPS	-Plan for increasing class-wide positive behavior (not specific to the problem behavior you identified in week 5)
Week 7	Decreasing Negative behavior	-Chapter 7, Shea -Pg. 126-142, CHAMPS -Pg., 394-411, CHAMPS -Musser, E., H., Bray, M.A. Kehle, T.J., & Jenson, W.R. (2001)-Optional	-Individualized behavior intervention plan: part 2 -Final project rubric will be distributed**
Week 8	Teaming to decrease problem behaviors: Positive Behavior Support	-Sugai et al. -McIntosh et al. -Turnbull, A., Edmonson, H., Griggs, P., Wickham, D., Sailor, W., Freeman, D.G, et al. (2002)	-Contextual overview: school -School-wide behavior intervention plan
Week 9	Working with families	-Chapter 11, Shea -Fox, L., Vaughn, B.J, Wyatte, M.I., & Dunlap, G. (2002). -CHAMPS, pgs 51-58 -Pg.51-59, CHAMPS	-One typed question for the guest speakers -Welcome letter -Weekly letter
Week 10	Diverse learners	-Cultural competence (pg. 6-9), CHAMPS -Chapter 12, Shea -Chapter 1, Shea -Weiss et al., optional	-Brief thank you letter to one of week 9's family guest speakers -One typed question for the guest speakers **When you turn in your final project, also turn in a brief thank you letter to one of week 10's guest speakers.

TK20 Subscription

The TK20 is a tool to help you create a record of your accomplishments toward your teaching license. Using TK20, you will be able to create portfolio of your work. The university will also use the database for program accreditation and to verify student progress for licensure. All special education undergraduate students will need to register for TK20 by then end of the first term of your junior year. The cost is $100.

Subscribe directly to Tk20 on-line at https://osu.tk20.com by clicking on "Click here to register your account" or first purchase the subscription packet (ISBN #0-9774408-1-8) at the Barnes and Noble Ohio State University Bookstore and follow the subscription instructions after clicking on "Click here to register your student account" on the web site. Subscriptions may take 2-3 days

to activate, so make sure you subscribe in time to orient yourself to Tk20 and understand the steps to submitting your assignments. Please see assignment instructions for more details.

Other Information
Relationship to other courses

This course is part of the existing Special Education curriculum, and specifically addresses the assistive technology knowledge needs of special educators. A similar course is taught in Allied Medicine, but it focuses on the needs of occupational and physical therapists.

Off-Campus Experience

None.

Technology

The course draws extensively on technology and uses Carmen as the course management tool.

Reasonable Accommodations and Accessibility

If you have a disability that affects your learning ability, you need to inform me as early in the quarter as possible. Together we will work with Office of Disabilities Services to determine the interventions and accommodations needed. The Office for Disability Services is in A100 PAES Bldg, 307 W. 17th Avenue and can be reached at 614-292-6787. This syllabus is available in alternative formats.

Academic Misconduct

I shall report to the committee on academic misconduct all instances of what may be academic misconduct.

Graduating Students

Graduating students must complete the requirements for this course by the deadline of the University to allow time to submit the grade.

Grievances and Solving Problems

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by ***speaking first with the instructor or professor***, then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union."

Grievances against graduate, research, and teaching assistants should be submitted first ***to the supervising instructor***, then to the chairperson of the assistant's department. "

Statement on Diversity

The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

APPENDIX I

COURSE SYLLABUS – UNIVERSITY OF HOUSTON CUIN 4375 CLASSROOM MANAGEMENT (FALL 2011 WILSON)

Classroom Management

CUIN 4375 Section: 11819
UH – Main Campus
FALL 2011
1-4 PM Wednesdays, Room 219, Farish Hall

Professor: *Tom Wilson, M.Ed*
Email Address: *tomwilson88@comcast.net*

Course Description:
This is a three-hour undergraduate course which will focus on an introduction to effective classroom management techniques with emphasis on behavior modification, socioemotional climate, and group process strategies. In an interactive classroom environment, together we will uncover and study theories of classroom management, practice research-driven methods to create a well-managed classroom, produce functional tools for future use in your classroom, and discover the theorists behind these successful techniques. This course will allow students to explore the methods and practices utilized in both elementary and secondary classrooms. The educational and tangible materials received during this course are meant to aid you in developing your own classroom environment style. The knowledge gained through this course will be an invaluable resource for you during your professional career as an educator.

Relationship to the University of Houston, College of Education's Conceptual Framework:
Learning and *leading* are central to the University of Houston's mission, and *collaboration* for learning and leading is the foundation to the education for pre-service and in-service teachers. *Collaboration for learning and leading* in CUIN 4375 is embedded in the focus of knowledge and inquiry, the attention given to excellence in teaching, the respect demonstrated for diversity, the emphasis on interactions between public schools and higher education, the expectation that students will work collegially with one another on group projects and classroom activities, and the development of presentation and instructional skills.

Course Objectives:
The learner will:

- Describe and compare various theories and theorists of classroom management;
- Create methods to establish effective rules and procedures;
- Employ methods to involve students in establishing rules, procedures and related disciplinary actions;
- Demonstrate an appropriate mental set for classroom management;
- Analyze the role of interpersonal and intrapersonal communications to classroom management;
- Compare the roles your students will use in the smooth functioning of the classroom;
- Propose methods to enhance students' sense of responsibility for their behavior and learning;
- Explain methods to teach students self-management and control strategies;
- Assemble engaging curriculum, instruction, and assessment to successful classroom management programs; and
- Design a practical classroom management plan for future implementation within the classroom.

Course Materials:
The following items will be needed for this course throughout the semester. The earlier you acquire these items, the more time you will have to become familiar with them prior to their actual use.

1. required textbook:
   Manning, M. L., & Bucher, K. T. (2007). ***Classroom Management: Models,applications, and cases*** **(2nd ed.). Upper Saddle River, NJ: Pearson**
2. GROUP choice of book/text/novel for review *(list attached)*
3. materials of your choosing for class papers and presentations

Attendance Policy:
Regular attendance of the class from start to finish is expected as is *appropriate* and *informed* class participation. If you must miss class for a valid reason, please let me know via email prior to the class. You are responsible for the knowledge acquired during any missed class. It is your responsibility to drop this class if you plan not to continue attending. . Three (3) absences from this course are considered excessive. One point is deducted from the final grade score for each absence. Excessive absences and tardies are factored into your final grade with additional points deducted. Punctual attendance is an attribute of a professional educator. THERE WILL BE A SIGN-IN SHEET FOR EACH CLASS SESSION; BE SURE THAT YOU SIGN IN. IF YOU LEAVE EARLY, SIGN OUT. (Additional points—Drinks are allowed in class. All trash must be picked up at the end of class. **Put cell phones on vibrate. If you must take a call, go outside of the classroom. No text messaging, twittering, internet surfing, etc. during class.) A SCHEDULE OF ALL CLASS DATES AND ASSIGNMENTS IS PROVIDED FOR YOU.**

University of Houston Policies: ADA Statement:
When possible, and in accordance with 504/ADA guidelines, we will attempt to provide reasonable academic accommodations to students who request and require them. Please contact The Center for Students with DisABILITIES, 307 Student Services Center, at (713) 743-5400 or via email located at www.uh.edu/csd/contact for more assistance. Also, please notify your instructor of any necessary information.

Academic Dishonesty:
The University of Houston defines academic dishonesty as "Employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by the university or a course instructor to fulfill academic requirements" (UH Student Handbook, 2007, p. 10). This includes the confidentiality of the other students in this course, research school/research participants involved in your assignment work and any analytical notes (ex. reflections) produced during this course. Additionally, whether intentional or unintentional, plagiarism, i.e. "representing as one's own work the work of another without appropriately acknowledging the source" (University of Houston, 2007) will not be tolerated. Students are expected to do original work. Penalties will include failure of the entire assignment and referral to the department chair for consideration of additional action, which may include failure of the course and suspension from the university.

Incomplete Grades
Often, students enter a course thinking that they can take an "incomplete" if they decide they will not complete the course requirements on time. Keep in mind the University of Houston guidelines regarding an incomplete grade state:" The grade of "I" is a conditional, temporary grade given when the student is passing a course but, for reasons beyond his or her control, has not completed a relatively small part of his or her requirements." A more complete description of these guidelines can be found at the back of each semester's class schedule booklet. Please remember that after a year, an incomplete in a course automatically becomes an "F." If you have any questions, please contact me for more information. NOTE: An "incomplete" grade is given only in RARE circumstances.

Assessment Criteria:
This class is a graded course. Grade distribution is calculated from the total accumulated points of learning products and participation and is based on the following 100 point scale.

Numerical Grade	*Letter Grade*
95-100	A
90-94	A -
87-89	B +

84-86	B
80-83	B -
77-79	C +
74-76	C
70-73	C -
65-69	D
60-64	D-
Below	F

Assignment Information and Assessment Value: **All work, including the required readings, is due at the beginning of class on the specified due date. All assessment rubrics (except for tests/exams/Reflective Journal Assignments) are included with this course outline. Any assignment turned in after the due date is considered to be late. Up to TWO points (depending on the assignment) are deducted from work received after the class for which it was due. It's better to turn in assignments LATE than not at all. Communication with your instructor is critical. If an emergency arises, your instructor will be better able to assist you if you communicate your situation in a timely manner. Email or call me.**

Data Storage: Unfortunately, we know that technology failures happen, but they will not be accepted as a reason for missed assignment due dates. Make sure to back up all of your files frequently and in various locations so that you do not lose your work.

General Guidelines for Written Work: All work should be written with standard grammar, punctuation, and spelling and adhere to the approximate length guidelines given for each assignment. (Points are deducted for incorrect grammar, punctuation, and spelling.) A "page" is a full standard text page of 12-point double-spaced Times New Roman/Courier font, and left-justified with 1-inch margins. Refer to the APA Style Manual if you are uncertain about formatting (more information is available at **http://www.apastyle.org/styletips.html**). Each assignment should be submitted as a professional document. (Note: Assignments are not accepted by email unless approved by the course instructor.)

QUEST Writing Policy: The University of Houston College of Education QUEST Teacher Education Program has adopted the use of professional attributes, which reflect the high expectations for teacher candidates. Written communication of standard English is one of those professional attributes. Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products—including, but not limited to, papers, lesson plans, and emails—should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that course instructors will evaluate all assignments based on these writing skills, in addition to any other expectations of a particular assignment. (Revised by QUEST, 1/2011)

Assignment Summary	Possible Points Available	Actual Points Received
☐ Reflective Journal topics or quizzes	15	
☐ Classroom Observation Report OR INTERVIEW REPORT	15	
☐ Professional Literature Review & Group Presentation	15	
☐ Classroom Management Plan	25	
☐ Final Exam	20	
☐ Attendance, Preparation and Participation	10	
TOTAL POINTS AVAILABLE	***100***	

Reflective Journal topics will be given by the instructor (the first one is autobiographical and is not graded). Additionally, you will write five (5) reflections outside of class. These will be due at the beginning of the following class, should be typed and be between 1-2 pages in lengths. Predetermined topics, personal observations, and class questions may be part of your reflection journals. The point value per piece is determined by the total amount of journal opportunities given by the instructor. The ability to reflect on what you learn, what you want to learn, and what you will learn is an integral part of being a successful educator.(Short quizzes may be substituted by the instructor for Journal assignments.) Your written communication skills are assessed, so be sure grammar, punctuation and spelling are correct. *Point Value: 15 points*

Classroom Observation Report *is a mini-paper in which you record your classroom management observations during a live class. The class you observe should be within the EC-12 grade level range for which you intend to be certified. This assignment can be satisfied through your QUEST field experiences, or arranged on your own with a* ***Texas certified*** *professional teacher. Observation Reports should be between 2-3 pages in length.*

—OR—

An interview with a public school principal or public school assistant principal concerning discipline in his/her school. The INTERVEIW REPORT *is a mini-paper in which you describe your interview with a public school principal or assistant principal concerning the discipline management system used in that particular school. This assignment can be satisfied through an interview with your QUEST field experience principal/assistant principal, or it can be arranged on your own. You will probably need to contact the school secretary to set up the interview; be sure to explain that you are in a "classroom management" class and you want to ask questions about the discipline program at the school. Your interview will probably be a maximum of 30-45 minutes. Your INTERVIEW REPORT is a written assignment only and should be between 2-3 pages in length. The report has a total point value of 15 points.* ***(Note: The Classroom Observation Report or the Interview Report is a written assignment only.)*** *Point Value: 15 points*

Professional Literature Review Report and GROUP Presentation is a mini-paper and presentation about a professional educational book chosen from the list below or approved by the instructor. This assignment is worth an aggregate of 15 total points.

- Your INDIVIDUAL Professional Literature Review is a paper due at the time of your GROUP in-class presentation. This paper should be between 2-3 pages in length. It should cover the essentials of the book. The Review needs to be "in your own words."

Please include a coversheet with your name and PeopleSoft number, class name, and title of the assignment.

- GROUP Presentations will be given in class on designated days per the course outline. It should be approximately **20** minutes long (MAXIMUM) and include some form of a visual aid (like a Power Point and/or handout). Your goal is to effectively teach the key ideas and concepts presented in this professional reading to your classmates in an engaging and creative way. Think about the following when organizing your presentation: (1) Have I included basic information about the book, topic, author?; (2) Have I taught the content in an original/engaging/creative way? (3) What benefits exist for the elementary, middle and high school levels?
- **This whole assignment is worth a TOTAL of 15 points. (9 pts for the presentation and 6 pts for the written report.)**
- Each GROUP will choose one (1) book from the list below (or others per instructor approval) to read and present to the class.
- **Professional Literature Review and GROUP Presentation –List of Books**

  - *Beyond Discipline: From Compliance to Community* by Alfie Kohn
  - *The Essential 55: An Award-winning Educator's Rules for Discovering the Successful Student in Every Child* by Ron Clark
  - *The First Days Of School: How To Be An Effective Teacher* by Harry K. Wong and Rosemary T. Wong
  - *Beyond Behaviorism—Changing the Classroom Management* Paradigm by H. Jerome Freiberg
  - *Teaching with Love and Logic* by Jim Fay and David Funk
  - *Lost at School by Ross W. Greene*
  - *How to Talk So Kids Can Learn At Home And In School—What Every Parent And Teacher Needs To Know* by Adele and Mazlish, Elaine with Nyberg, Lisa and Templeton, Rosalyn Anstine Faber
  - *Teach With Your Strengths: How Great Teachers Inspire Their Students by Rosanne Liesveld, Jo Ann Miller, and Jennifer Robinson*
  - *Qualities of Effective Teachers*, 2nd Edition by James Stronge
  - *Life in Classrooms* by Philip W. Jackson
  - *The Bully, the Bullied, and the Bystander* by Barbara Coloroso
  - *Making Good Choices: Developing Responsibility, Respect, and Self-Discipline in Grades 4-9* by Richard Curwin
  - *POVERTY—A Framework for Understanding and Working with Students and Adults from Poverty* by Ruby K. Payne, PH.D
  - *Discipline that Develops Self-Discipline* by Madeline c. Hunter
  - *Teach Like a Champion: 49 Techniques that Put Students on the Path to College* by Doug Lemov

FALL 2011

Classroom Management Plan Paper and Presentation (CMP)
Through your work for this course, you will be drawn to ideas about how to best manage your classroom. There is no one right method and teachers develop their own styles of classroom management over time. In fact, a classroom management plan (CMP) remains a work-in- progress as teachers develop their own style according to their experiences and the classes they teach. The purpose of this assignment is to begin the process of developing a management style that works *for you*. This assignment is worth a total summation of 25 points.

- The CMP Paper should be approximately three to four (3-4) pages in length. *In addition, please include a coversheet with your name, PeopleSoft number, class name, and title of the assignment.* At appropriate points throughout your CMP, please refer to the relevant theorists, models, and programs that we have discussed in this course. Please include at least three supporting references. This CMP Paper assignment is worth 15 total points (added to your presentation grade).
- The CMP Presentation will be given in class on the days scheduled in the syllabus/schedule. It should be approximately 10 minutes long (MAXIMUM) and include some form of a visual aid (like a Power Point and/or hand-out). This CMP Presentation assignment is worth 10 total points (added to your paper grade).[NOTE: If you use a Power Point, DO NOT **read** your presentation from the Power Point!) *Point Value:25 total points*

The **Final Exam** will be developed in part from student generated questions pertaining to the information discovered through the course of reading the required text. Each student will submit two higher-leveled questions based on their textbook readings. The student will also include points which should be considered in the answer to each of the two questions. These will be reviewed by the instructor. For the FINAL EXAM, the instructor will provide the students with four questions. The students will answer each question at home and turn in the exam on the specified due date. Each answer is worth five (5) points.
Point Value: 20 points

Attendance, Preparation and Participation is exactly what it means. This section will be divided into the following:

- Attendance/tardy = 4 points (objective)
- Preparation = 3 points (subjective)
- Participation = 3 points (subjective)
- Additionally, your grade will include an assessment of your Professional Attributes, expected by all QUEST students. This assessment of Professional Attributes is included in the subjective measurement (included in Preparation and Participation). *Point Value: 10 points*

Below C Policy (QUEST): Candidates must earn a grade of C or better in all education courses in order to advance to the next program phase. (New policy 1/2011)

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CRITERION 1: Physical Characteristics

1. **Health and Ableness:** The candidate has the physical and mental characteristics, sufficient motor coordination and energy, adequate visual and auditory acuity, and otherwise good health needed to effectively and independently implement the instructional and managerial duties associated with teaching the levels and fields for which the candidate is being prepared.
2. **Appearance:** The candidate takes pride in his or her personal appearance and presents him/herself in manner of dress and hygiene professionally appropriate to the age students being taught.

CRITERION 2. Personality Characteristics

3. **Cooperation:** The candidate works cooperatively with peers, site teachers, and faculty; contributes constructively to group objectives; disagrees courteously, avoids sarcasm, makes constructive suggestions; accepts suggestions and constructive criticism; and modifies behavior appropriately.
4. **Tactfulness:** The candidate recognizes the implications of words and actions upon others and avoids situations which offend institutional and community mores.
5. **Flexibility and Patience:** The candidate displays a willingness and ability to adapt to changes in events, conditions, activities, and tasks, and an overall patience for circumstances and human interactions.
6. **Organization:** The candidate monitors and controls time, materials, and product expectations.
7. **Enthusiasm:** The candidate displays energy and enthusiasm and responds appropriately to humor.
8. **Creativity:** The candidate synthesizes theory and practice into new personalized adaptations and applications.
9. **Initiative and Risk-Taking:** The candidate displays independence and motivation in undertaking activities and assignments.

CRITERION 3: Responsibility Characteristics

10. **Responsibility:** The candidate undertakes and completes assigned tasks, meets University and program requirements and deadlines, anticipates problems and plans ahead, and adapts to professional standards and policies.
11. **Attendance and Punctuality:** The candidate is present and punctual for class and appointments; arranges ahead of time with all necessary individuals for unavoidable delays or absences; and does not solicit exceptions for any but very special and legitimate circumstances.
12. **Maturity:** The candidate displays poise in task completion and personal interactions, acknowledges his or her own responsibility and culpability, and does not attempt to transfer fault or blame to others or to rationalize his or her own inadequate or missing performance.

CRITERION 4: Communication Skills.

13. **Oral Communication:** The candidate's oral communication reflects appropriate voice and speech delivery; clarity, fluency, and grammatical correctness; use of standard English and understandable accent; appropriate formality to any situation; and verbal flexibility allowing rephrasing or translating of ideas or questions until instruction is clear to students.
14. **Written Communication:** The candidate's written products reflect appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage; and demonstrate organization and composition that effectively communicate ideas,

directions, explanations, lesson plans, messages, and other teaching-related written products.

CRITERION 5: Professional Relationship Skills

15. **Demeanor:** The candidate demonstrates positive attitudes in interactions with other professionals; collaborates with peers; relates easily and appropriately to those in authority; complies with rules and reports problems with school and university operations with reference to specific evidence and reasonable courtesy.
16. **Rapport:** The candidate relates easily and appropriately to children, youth, and others responsible to him or her, providing leadership or direction while involving others and listening to and incorporating their desires and concerns.
17. **Awareness of Individual Differences:** The candidate recognizes and empathizes with human differences in ethnicity, gender, physical ability and intellectual ability, and demonstrates sensitivity to social expectations in varied environments.

CRITERION 6: Commitment to the Teaching Profession

18. **Professionalism:** The candidate recognizes, seeks, and applies the best theory, research, and practice in professional activities, is proud to assert his or her intention of becoming a teacher, and demonstrates a commitment to education as a career.
19. **With-it-ness:** The candidate exhibits simultaneous awareness of all aspects of the learning environment.
20. **Reflectivity:** The candidate reflects and evaluates professional experiences with constructive criticism.

APPENDIX J

COURSE SYLLABUS – UNIVERSITY OF HOUSTON CUIN 4375 CLASSROOM MANAGEMENT (FALL 2011 CLAYTON)

University of Houston
College of Education

COLLABORATION
FOR LEARNING & LEADING

Classroom Management

CUIN 4375
Fall 2011

Instructor: Nick Clayton
Email Address: nicholasjclayton@yahoo.com

COURSE INFORMATION

Required Materials:

- Manning, M. L., & Bucher, K. T. (2007). *Classroom management: Models,applications, and cases* (2nd ed.). Upper Saddle River, NJ: Pearson.
- Your choice of book for review *(list attached)*

Course Description:

This is a three-hour undergraduate course which focuses on effective classroom management techniques including behavior modification, socio-emotional climate, and group process strategies. Together we will uncover and study theories of classroom management, practice research-driven methods to create a well-managed classroom, produce functional tools for use in your future classroom, and discover the theorists behind these successful techniques. This course will focus on methods and practices utilized in both elementary and secondary classrooms. The knowledge gained through this course will be an invaluable resource for you during your professional career as an educator.

Course Objectives:

The learner will:

- Describe and compare various theories and theorists of classroom management;
- Discover methods to establish effective rules and procedures;
- Employ methods to involve students in establishing rules, procedures and related disciplinary actions;
- Compare the roles your students can use in the smooth functioning of the classroom;
- Propose methods to enhance students' sense of responsibility for their behavior and learning;
- Explain and rate methods to teach students self-management and self-control strategies;
- Assemble engaging curriculum, instruction, and assessment to successful classroom management programs; and
- Design a practical classroom management plan for future implementation within the classroom.

UNIVERSITY of HOUSTON POLICIES

ADA Statement:

When possible, and in accordance with 504/ADA guidelines, we will attempt to provide reasonable academic accommodations to students who request and require them. Please contact The Center for Students with Disabilities, 307 Student Services Center, at (713) 743-5400 or via email located at www.uh.edu/csd/contact for more assistance.

Academic Dishonesty:

The University of Houston defines academic dishonesty as "Employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by the university or a course instructor to fulfill academic requirements" (UH Student Handbook, 2007, p. 10). This includes maintaining the confidentiality of the other classmates in this course, research school/research participants involved in your assignments, and any analytical notes (ex. reflections) produced. Additionally, whether intentional or unintentional, plagiarism, i.e. "representing as one's own work the work of another without appropriately acknowledging the source" (University of Houston, 2007), will not be tolerated under any circumstances. Penalty for this will be, but is not limited to, failure of the specific assignment, referral to the department chair, failure of the course, and/or suspension from the university.

Incomplete Grades:

Sometimes students enter a course thinking that they can take an "Incomplete" (I) if they do not complete the course requirements on time. The grade of "I" is a conditional, temporary grade given when the student is passing a course but, for reasons beyond his or her control, has not completed a relatively small part of his or her requirements. After a year on your record, an "Incomplete" in a course automatically becomes an "F."

Assignment Information and Assessment Value:

All tangible work, including the required chapter readings, is due at the beginning of class on the specified due date. All electronically submitted work is due to my email address by midnight on the specific date due. All assessment rubrics are included with this course outline. Late work will be accepted up to two days late with a reduction of 10 percent on your specific assignment grade. Any work not turned in after two days will automatically become a zero (0) in the grade book. Honest and open communication with me is critical. If an unforeseen exigency arises, please let me know as soon as you can in order to be better able to assist you in your needs.

General Guidelines for Written Work:

All work should be written using standard English grammar, punctuation, spelling and adhere to the approximate length guidelines given for each assignment. A "page" is a full standard text page of 12-point double-spaced Times New Roman/Courier font, left-justified and with 1-inch margins all around. The College of Education uses APA Style, not MLA, for formal essays, which is what we will be producing in this class. Please refer to the APA Style Manual if you are uncertain about formatting. More information is available at www.apastyle.org. Each assignment is a professional document and should be submitted as such, i.e. no colored paper or unnecessary graphic decoration.

Assignment Summary	Possible Points Available
✓ Discussion Leaders	25
✓ Professional Literature Review	25
✓ Classroom Management Plan & Presentation	30
✓ Participation	20
TOTAL POINTS AVAILABLE	***100***

Participation: Your voice should be heard on a regular basis in this class. Giving your opinions and thoughts on topics is an invaluable resource in the classroom and will make for a more dynamic classroom experience. **In addition for each chapter you must bring in three comments and/or questions for that chapter. This will be placed in a journal that you will turn at the end of the semester.** *Point Value: 20 points*

Discussion Leaders: This will be a group learning exercise. Your group will be responsible for instructing your fellow classmates about a specific chapter assigned from our textbook. First, you and your group will need to prepare a short presentation (15-20 minutes) that highlights the chapter (please no biographical information). Following the presentation you and your group should plan practical application questions/scenarios/activity to emphasize the important points of the chapter. As an ending point, you will lead a discussion on the implications and the implementation of the chapter. *Point Value: 25 points*

Professional Literature Review: This is a short essay critique about a professional educational text chosen from the list below. This paper should be between 4-6 pages in length. The paper will be focused on the ideas that are presented in the text and your response to those ideas. DO NOT include biographical information about the author. Include information about whether or not these issues are relevant to your future classroom. Compare and contrast your vision of teaching/education with those being presented in the text. *Point Value: 25 points*

Professional Literature Review Choices

1. *Belonging: Creating Community in the Classroom* by Mona Halaby
2. *How to Talk So Kids Will Listen & Listen So Kids Will Talk* by Adele Faber and Elaine Mazlish
3. *The Courage to Teach* by Parker Palmer
4. *The Unschooled Mind: How Children Think And How Schools Should Teach* by Howard Gardner
5. *Choice Words: How Our Language Affects Children's Learning* by Peter H. Johnston
6. *Rewired: Understanding the iGeneration and the Way they Learn* by Larry Rosen
7. *Teach with Your Strengths: How Great Teachers Inspire Their Students* by Rosanne Liesveld, Jo Ann Miller, and Jennifer Robison
8. *New Teacher Book: Finding Purpose, Balance, and Hope during Your first Years in the Classroom*
9. *Happiness and Education* by Nel Noddings
10. *The Death and Life of the Great American School System* by Diane Ravitch
11. *Why School* by Mike Rose
12. *Rethinking Education in the Age of Technology* by Allan Collins and Richard Halverson
13. *Pedagogy of the Oppressed* by Paulo Freire
14. *Experience and Education* by John Dewey
15. *The Arts and the Creation of the Mind* by Elliot Eisner

16. *Empowering Education Critical Teaching for Social Change* by Ira Shor
17. *The Game of School* by Robert Fried
18. *The First Six Weeks of School* by Paula Denton and Roxann Kriete
19. *Schooling America: How the Public Schools Meet the Nation's Changing Needs* by Patricia Albjerg Graham
20. *Life in Classrooms* by Philip W. Jackson
21. *Teach Like Your Hair's on Fire: The Methods and Madness Inside Room 56* by Rafe Esquith
22. *Work Hard, Be Nice* by Jay Mathews
23. *Letters to a Young Teacher* by Jonathon Kozol
24. *Savage Inequalities* by Jonathon Kozol
25. *Doing School* by Denise Clark Pope
26. *On Being a Teacher* by Jeffrey Kottler and Stanley Zehm
27. *Earth in Mind* by David Orr
28. *Education for Character* by Thomas Lickona
29. *Tested* by Linda Perlstein
30. *Teachers Have it Easy* by Daniel Moulthrop

Classroom Management Plan Paper and Presentation (CMP)

Through your work for this course, you will be drawn to ideas about how to best manage your classroom. There is no one correct method of management and teachers should develop their own styles of classroom management over time. In fact, a classroom management plan (CMP) remains a work-in- progress as teachers develop their own style according to their experiences and the classes they teach. The purpose of this assignment is to begin the process of developing a management style that works *for you*. *This assignment is worth a total of 30 points*.

- The CMP Paper should be a minimum of five pages in length. At appropriate points throughout your CMP, please refer to the relevant theorists, models, your literature review, and programs that we have discussed in this course. There should also be a strong connection to your own philosophical views of your classroom. Look at page 278 for more direction. Include at least *three* supporting references from our readings, and cite properly. You should also include a sample lesson plan that emphasizes ideas of how your classroom will run on any given day.
- The CMP Presentation will be given in seminar fashion on the final scheduled class meeting. You will be divided into groups according to grade level/content area and give a five minute presentation to your group. There will also be time for questions and discussion.

Attendance and Tardy Policy:

Regular attendance of this class from start to finish is expected as is *appropriate* and *informed* class participation. If you must miss class for a valid reason, please let me know via email prior to the class. It is your responsibility to find out what you missed by asking another student. If you miss two classes prior to the Official Reporting Day, you will be dropped from the class roster without notice as per the policy of the university. **More than three absences from this course is considered excessive and will be factored into your final course grade. The final three class periods are mandatory.** Punctual attendance is an important attribute of a

professional educator; not being in your classroom before your students is not a very good way to start the learning day. Leaving early or arriving late will count as a half absence.

ASSESSMENT CRITERIA

This class is a graded course. Grade distribution is calculated from the total accumulated points of learning products and participation and is based on the following 100 point scale.

Numerical Grade	*Letter Grade*
100-96	A
95-90	A -
89-87	B +
86-84	B
83-80	B -
79-77	C +
76-74	C
73-70	C -

Tentative Course Outline

Week	Topics for Class Discussion/Activities	Assignment Introduced	Required Reading
Week 1 8/24	(1) Introduction to the Course and our Class (2) Visions and Concepts of Management	Professional Literature Review	Chapter 1 (Clayton)
Week 2 8/31	Consistency Management **DUE: Choice for Professional Lit. Review**	CMP Assign Chapters to groups for presentations.	Chapter 10 (Clayton)
Week 3 9/7	Creating Safe Schools	Start Chapter Discussions	Chapter 13
Week 4 9/14	Foundational Theorists		Chapter 2
Week 5 9/21	Congruent Communication		Chapter 5
Week 6 9/28	Inner Discipline		Chapter 9
Week 7 10/5	Judicious Discipline		Chapter 11
Week 8 10/12	Management Plans **Mid-term Literature Review due- Blackboard**		Chapters 14,15 and Handouts (Clayton)
Week 9 10/19	Instructional Management		Chapter 6 and lit review seminar
Week 10 10/26	Democratic Teaching		Chapters 4
Week 11 11/2	Positive Classroom Management		Chapter 7
Week 12 11/9	Assertive Discipline		Chapter 3
Week 13 11/16	Discipline with Dignity		Chapter 8
Week 14 11/23 Week 15 11/30 Week 16 12/5	No Class *CMP Presentations* **Final Projects due via email or Blackboard**		

Name _____

Grading Rubric for Professional Literature Review Paper

Title _____

Author _____

Assessment Criteria	☹ Value ☺	Score
Why did you choose this book?	0 1 2 3 4 5	
What is the correlation between your book and your future classroom?	0 1 2 3 4 5	
Main Topic Overview (What is the point of the book and is it done in an effective way?)	0 1 2 3 4 5	
Impact on the teaching profession for your grade level.	0 1 2 3 4 5	
Reflection – What did you learn? What do you plan to do with this new knowledge?	0 1 2 3 4 5	
Total Score		***/25***

Name _____

Grading Rubric for Group Presentation on Text Chapter

Chapter Assigned _____ Chapter Topic _____

Group Member (Cooperation Grade): _____ (____/5)

Group Member (Cooperation Grade): _____ (____/5)

Group Member (Cooperation Grade): _____ (____/5)

	2 Points	3 Points	4 Points	5 Points	Score
Organization	The class cannot understand your presentation because there is no sequence of information.	The class has difficulty following your presentation because presenter jumps around.	You present information with some logical sequence which the class can follow.	You present information in a fully logical sequence which the class can follow.	
Knowledge of the Classroom Management Strategy	You do not have a grasp of the basic tenets, concepts, and features of the Classroom Management Strategy; you cannot answer questions about your topic.	You are uncomfortable with the basic tenets, concepts and features of the Classroom Management Strategy and are able to only answer rudimentary questions.	You are at ease with expected answers to all questions concerning the basic tenets, concept, and features of your Classroom Management Strategy, but fail to elaborate.	You demonstrate full knowledge by answering all class questions with explanations and elaborations.	
Learner Engagement	This class is not engaged in the presentation via activities. Just a lecture.	This class is engaged in a limited manner in the presentation via activities.	This class is engaged in an adequate manner in the presentation via activities.	This class is engaged in a thorough and meaningful manner in the presentation via activities.	
Use of Materials and Visuals	You use unnecessary materials and/or visuals or none at all.	You occasionally use materials and/or visuals that rarely support text and presentation.	Your materials and/or visuals relate to Classroom Management Strategy topic and presentation.	Your materials and/or visuals explain and support presentation.	

Total Score
_____/25

APPENDIX K

COUSE SYLLABUS – UNIVERSITY OF HOUSTON CUIN 4375 CLASSROOM MANAGEMENT (SPRING 2010 HERTEL)

University of Houston
College of Education

COLLABORATION
FOR LEARNING & LEADING

Classroom Management

CUIN 4375-04 Section 26227
UH – Main Campus
Spring 2010
Mondays 9:00 a.m. - 12:00 p.m. Room # FH 307

Instructor: *Nichole Hertel, M.Ed.*
Email Address: nikihertel@sbcglobal.net

COURSE INFORMATION

Required Materials:

- Manning, M. L., & Bucher, K. T. (2007). *Classroom management: Models,applications, and cases* (2nd ed.). Upper Saddle River, NJ: Pearson.
- Your choice of book/text/novel for review *(list attached)*

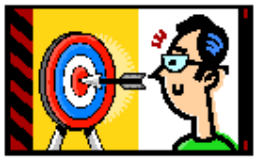
Course Description:
This is a three-hour undergraduate course that focuses on effective classroom management techniques including behavior modification, socio-emotional climate, and group process strategies. Together we will discover theories of classroom management, practice research-driven methods to create a well-managed classroom, produce functional tools for use in your future classroom, and discover the theorists behind these successful techniques. This course will focus on methods and practices utilized in both elementary and secondary classrooms. The knowledge gained through this course will be an invaluable resource for you during your professional career as an educator.

Relationship to the University of Houston, College of Education's Conceptual Framework:

Learning and *leading* are central to the University of Houston's mission, and *collaboration* for learning and leading is the foundation to the education of pre-service and in-service teachers. *Collaboration for learning and leading* is embedded throughout CUIN 4375 with the use of knowledge and inquiry, the attention given to excellence in teaching, the respect demonstrated for diversity, and the emphasis on interactions between public schools and higher education. It is expected that students will work collegially with one another on group projects and classroom activities, and the development of presentation and instructional skills.

Course Objectives:

The learner will:



- Describe and compare various theories and theorists of classroom management;
- Discover methods to establish effective rules and procedures;
- Employ methods to involve students in establishing rules, procedures and related disciplinary actions;
- Demonstrate an appropriate instructor mental set for classroom management;
- Analyze the role of interpersonal and intrapersonal communications in classroom management;
- Compare the roles your students can use in the smooth functioning of the classroom;
- Propose methods to enhance students' sense of responsibility for their behavior and learning;
- Explain and rate methods to teach students self-management and self-control strategies;
- Assemble engaging curriculum, instruction, and assessment to successful classroom management programs; and
- Design a practical classroom management plan for future implementation within the classroom.

Attendance and Tardy Policy:

Regular attendance of this class from start to finish is expected, as is *appropriate* and *informed* class participation. If you must miss class for a valid reason, please let me know via email prior to the class. It is your responsibility to find out what you missed by asking another student. If you miss two classes prior to the Official Reporting Day, you will be dropped from the class roster without notice (see the syllabus for the exact date) as per the policy of the university. More than two (2) absences or two (2) tardies from this course are considered excessive and will be factored into your final course grade. This class begins promptly at _____. Arriving after this time will result is an automatic tardy. Arriving 30 minutes after class begins will count as an absence. Punctual attendance is an important attribute of a professional educator; not being in your classroom before your students is not a very good way to start the learning day.

UNIVERSITY of HOUSTON POLICIES

ADA Statement:

When possible, and in accordance with 504/ADA guidelines, we will attempt to provide reasonable academic accommodations to students who request and require them. Please contact The Center for Students with DisABILITIES, 307 Student Services Center, at (713) 743-5400 or via email at www.uh.edu/csd for more assistance.

Academic Dishonesty:

The University of Houston defines academic dishonesty as "Employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by the university or a course instructor to fulfill academic requirements" (UH Academic Honesty Policy, 2008, p. 3). This includes maintaining the confidentiality of the other classmates in this course, research school/research participants involved in your assignments, and any analytical or anecdotal notes produced. Additionally, whether intentional or unintentional, plagiarism, i.e. "representing as one's own work the work of another without appropriately acknowledging the source" (University of Houston, 2007), will not be tolerated under any circumstances. Penalty for this will be, but is not limited to, failure of the specific assignment, referral to the department chair, failure of the course, and/or suspension from the university.

Incomplete Grades:

Sometimes students enter a course thinking that they can take an "incomplete" (I) if they do not complete the course requirements on time. The grade of "I" is a conditional, temporary grade given when the student is passing a course but, for reasons beyond his or her control, has not completed a relatively small part of his or her requirements. After a year on your record, an "Incomplete" in a course automatically becomes an "F." It is extremely important to keep me rountinly informed of any situation you believe, which might have a negtive impact on your course grade.

ASSESSMENT CRITERIA

This class is a graded course. Grade distribution is calculated from the total accumulated points of learning products and participation, and is based on the following 100 point scale.

Numerical Grade	*Letter Grade*		*Numerical Grade*	*Letter Grade*
100-96	A		79-77	C +
95-90	A -		76-74	C
89-87	B +		73-70	C -
86-84	B		69-65	D
83-80	B -		64-60	D-
			59-0	F

Assignment Information and Assessment Value:

All tangible work, including the required chapter readings, is due at the **beginning** of class on the specified due date. All electronically submitted work is due to my email address by midnight on the specific date due. Assessment rubrics are included with this course outline; please review them before asking any questions. Late work will be accepted up to two days late with a reduction of 15 percent on your specific assignment grade. Any work not turned in after two days will automatically become a zero (0) in the grade book. Assignments will not be returned to students until each student has had an opportunity to submit their work for assessment.

Honest and open communication with me is critical. If an unforeseen exigency arises, please let me know as soon as you can in order to be better able to assist you in your needs.

Data Storage:

While we know that technology failures happen, they will **not** be accepted as a reason for being unable to turn in assignments. Make sure you frequently back-up all of your files on an external hard drive, CD-RW or a flash drive so that you do not lose your work and will not be penalized.

General Guidelines for Written Work:

All work should be written using standard English grammar, punctuation, and spelling and adhere to the approximate length guidelines given for each assignment. A "page" is a full standard text page of 12-point double-spaced Times New Roman/Courier font, left-justified and with 1-inch margins all around. The College of Education uses APA Style, not MLA, for formal essays, which is what we will be producing in this class. Please refer to the APA Style Manual if you are uncertain about formatting. More information is available at www.apastyle.org. Each assignment is a professional document and should be submitted as such, i.e. no colored paper or unnecessary graphic decoration.

Assignment Summary	Possible Points Available	Actual Points Received
◻ Reflective Journals	10	
◻ Group Presentation of Text Chapter	15	
◻ Professional Literature Review	20	
◻ Classroom Management Plan & Presentation	40	
◻ Final Exam	5	
◻ Attendance, Preparation and Participation	10	
TOTAL POINTS AVAILABLE	***100***	

Reflective Journals are small writing assignments that are used when writing about and reflecting upon your own thoughts. The act of reflecting on thoughts, ideas, feelings, and your own learning encourages the development of metacognitive skills by helping you self-evaluate, sort out what you know from what they don't know, and leads to the development of higher cognitive questions. The reflective journals are given as in class assignments and, therefore, you need to attend class in order to receive the assignment points. The process of examining one's own thoughts and feelings is particularly helpful for students who are learning new concepts or beginning to grapple with complex issues that go beyond right and wrong answers. Additionally, the reflective journals are used in shaping the direction of the course.

Group Presentation of Text Chapters is a small group cooperative learning exercise. As a group, you will be responsible for teaching your fellow classmates about a specific chapter assigned from our textbook. Your group presentation must include a component for each of the three types of learning styles that you will encounter in your future classroom (_____,_____, and _____). Additionally, it will also need to include a visual aid, such as a Power Point, and an extension activity. Finally, in order to know where we are going, it is important to know where we came from. Following this, please include background information on your theorist. Your text will have some information, but you will need to research the theory/theorist using other methods as well. Make sure you include an technology element. The presentations will be between 20-30 minutes in length.
Point Value: 15 points

Professional Literature Review is a mini-essay critique about a professional educational book chosen from the list below or approved by the instructor. This paper should be between 3-5 pages in length. Also, you will need to develop a pseudo professional development seminar for existing educators which presents your literature choice and your discoveries. The pseudo-seminar should be 20 minutes in length (it will not be presented in class, but rather to be kept for your educational portfolio). *Please include a coversheet with your name and PeopleSoft number, class name, and title of the assignment.* See the attached rubric for more information on this assignment. *Point Value: 20 points*

Professional Literature Review Choices

- *Beyond Discipline: From compliance to community* by Alfie Kohn
- *Those Who Teach Do More: Tribute to American Teachers* by Linda Evanchyk
- *If You Don't Feed the Teachers They Eat the Students: Guide to Success for Administrators and Teachers* by Neila A. Connors
- *Designing Teacher Study Groups: A Guide for Success* by Emily Cayuso, Carrie Fegan, and Darlene McAlister
- *Educating Esme: Diary of a Teacher's First Year* by Esmé Raji Codell
- *How to Talk So Kids Will Listen & Listen So Kids Will Talk* by Adele Faber and Elaine Mazlish
- *How To Talk So Kids Can Learn* by Adele Faber and Elaine Mazlish
- *How to Talk so Teens Will Listen and Listen so Teens Will Talk* by Adele Faber and Elaine Mazlish
- *How to Talk So Your Kids Will Listen* by H. Norman Wright
- *How To Talk So Kids Can Learn At Home And In School - What Every Parent And Teacher Needs To Know* by Adele and Mazlish, Elaine with Nyberg, Lisa and Templeton, Rosalyn Anstine Faber
- *Teach Like Your Hair's on Fire: The Methods and Madness Inside Room 56* by Rafe Esquith
- *The Essential 55: An Award-winning Educator's Rules for Discovering the Successful Student in Every Child* by Ron Clark
- *The Courage to Teach* by Parker Palmer
- *25 Ways to Keep Your Child Safe, Healthy and Successful: Lessons from a School Counselor* by Michelle Farias
- *The Unschooled Mind: How Children Think And How Schools Should Teach* by Howard Gardner
- *Choice Words: How Our Language Affects Children's Learning* by Peter H. Johnston
- *The Power of Our Words: Teacher Language that Helps Children Learn* by Paula Denton
- *Teach with Your Strengths: How Great Teachers Inspire Their Students* by Rosanne Liesveld, Jo Ann Miller, and Jennifer Robison
- *Qualities of Effective Teachers, 2nd Edition* by James H. Stronge
- *The First Days Of School: How To Be An Effective Teacher* by Harry K. Wong and Rosemary T. Wong
- *Schooling America: How the Public Schools Meet the Nation's Changing Needs* by Patricia Albjerg Graham
- *Life in Classrooms* by Philip W. Jackson
- *How to Behave So Your Preschooler Will, Too!* by Sal Severe
- *The Thread That Runs So True: A Mountain School Teacher Tells His Story* by Jesse Stuart
- *NurtureShock* by Po Bronson and Ashley Merryman
- YOUR CHOICE OF AN EDUCTAIONAL NOVEL **WITH PRIOR APPROVAL**

Classroom Management Plan Paper and Presentation (CMP)

Through your work for this course, you will be drawn to ideas about how to best manage your classroom. There is no one right method and teachers develop their own styles of classroom management over time. In fact, a classroom management plan (CMP) remains a work-in- progress as teachers develop their own style according to their experiences and the classes they teach. The purpose of this assignment is to begin the process of developing a management style that works *for you*. *This assignment is worth a total summation of 40 points*.

- The CMP Paper should be at least five (5) pages in length. *Please include a coversheet with your name, PeopleSoft number, class name, and title of the assignment.* At appropriate points throughout your CMP, please refer to the relevant theorists, models, your literature review, and programs that we have discussed in this course. Please include at least three supporting references. Please see the attached rubric for more specific information. This assignment is worth 30 total points (added to your presentation grade).

- The CMP Presentation will be given in class on the last three scheduled class days. It should be no longer than 10 minutes and include some form of a visual aid (like a Power Point, Smart Board, video, etc.). Additionally, you will need to provide a handout, not from the Power Point slides, to your classmates to aid them in understanding your CMP. Furthermore, an extension activity must also be presented in order to increase the cognitive skills of your classmates. Please see the attached rubric for more specific information. This assignment is worth 10 total points (added to your paper grade).

The **Final Exam** will be developed in-part from knowledge pertaining to the information discovered through this course. It will be of reflective in nature and be submitted for assessment via electronically to my email address. The topic will be given toward the end of the semester. Absolutely **NO** late work will be accepted. *Point Value: 5 points*

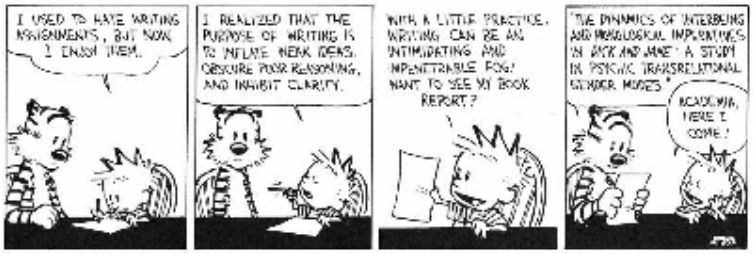
Attendance, Preparation, and Participation is exactly what it means. This section is divided into the following categories:

- *Attendance* = *4 points (objective)*
- *Preparation* = *3 points (subjective)*
- *Participation* = *3 points (subjective)*

Extra Credit Opportunities:
Opportunity #1 - Classroom Observation Report is a mini-paper in which you record your classroom management observations during a live class. The class you observe should be within the EC-12 grade level range for which you intend to be certified. This assignment can be satisfied through your field experiences or arranged on your own with a professional teacher. Observation Reports should be between 2-3 pages in length and follow APA formatting.
Point Value: 3 points

***Opportunity #2** - A **Professional Literature Review Presentation** will be given in class on any of the designated days on the syllabus. This presentation should be no more than 10 minutes long and include some form of a visual aid, i.e. Power Point, smart board, or video. Additionally, you will need to provide a handout, not of the Power Point slides, to assist your classmates in learning about this professional reading. Your goal is to effectively teach the key ideas and concepts presented in this professional reading to your classmates in an engaging and creative way. Think about the following when organizing your presentation: (1) Have I included basic information about the book, topic, author?; (2) Have I taught the content in an original/engaging/creative way? (3) What benefits exist for the elementary, middle and high school levels? (4) Have I provided a printed "take-away" learning aide handout? Please let me know via email at least seven (7) days prior to the day you want to presentation. *Point Value: 3 points*

Only one extra credit opportunity per student is available.



Tentative Course Outline

Week	Class Date	Topics for Class Discussion/Activities	Assignment Introduced	Required Reading
Week 1	1/25/10	In-Class: (1) Introduction to the Course (2) Why is Classroom Management Needed? (3) Reflection Journal #1 **DUE: Textbook**		
Week 2	2/1/10	In-Class: (1) The Founding Fathers of Classroom Management (2) Brief Founding Fathers Presentation in Expert Groups **DUE: Choice due for Professional Literature Review**	Professional Literature Review	◻ Ch. 1 ◻ Ch. 2
Week 3	2/8/10	In-Class: (1) Assertive Discipline (Lee & Marlene Canter) (3) Reflection Journal #2	Assign Text Chapters to Groups for Presentations (Wks 6 & 7)	◻ Ch. 3
Week 4	2/15/10	In-Class: (1) Mini-Lesson on APA Style (2) Developing Your Personal Classroom Management Philosophy (3) Applying Your CMP to Your Classroom		◻ Ch. 14 ◻ Ch. 15
Week 5	2/22/10	In-Class: (1) Class Meeting (2) Consistency Management & Cooperative Discipline (Freiberg) (3) Judicious Discipline (Gathercoal) **DUE: Professional Literature Review Paper for Peer Review/Assessment**	Classroom Management Plan (CMP)	◻ Ch. 10 ◻ Ch. 11 ◻ ASCD Article (given)
Week 6	3/1/10	In-Class: (1) Democratic Teaching (Dreikurs) (2) Congruent Communication (Ginott) (3) Instructional Management (Kounin) (4) Discipline with Dignity (Curwin & Mendler) (5) Reflection Journal #3 **DUE: Group Presentations of Text Chapters Part I** **DUE: Peer Review/Assessment of Professional Literature Review**		◻ Ch. 4 ◻ Ch. 5 ◻ Ch. 6 ◻ Ch. 7

Week 7	3/8/10	In-Class: (1) Positive Classroom Management (Jones) (2) Inner Discipline (Coloroso) (3) Theorists: Albert; Everston & Harris; Johnson & Johnson; Nelson, Lott & Glenn; and Kohn (4) Creating a Safe Learning Environment **DUE: Group Presentations of Text Chapters Part II** **DUE: Final Professional Literature Review**		◻ Ch. 8 ◻ Ch. 9 ◻ Ch. 12 ◻ Ch. 13
Week 8	3/22/10	In-Class: (1) Class Meeting (2) Sign Up for CMP Presentation Date (3) Extra Credit Presentation Day	Strength Bombardment Exercise	
Week 9	3/29/10	In-Class: (1) Strength Bombardment Exercise (Canfield) (2) Reflection Journal #4 (3) Extra Credit Presentation Day Available		
Week 10	4/5/10	In-Class: (1) Reliability Exercise: Compare and Contrast Theories and Theorists (2) Reflection Journal #5 (3) Extra Credit Presentation Day Available **DUE: All Extra Credit Due**	Final Exam	
Week 11	4/12/10	Personal Introspection and Evaluation		
Week 12	4/19/10	In-Class: (1) CMP Presentations Begin **DUE: CMP Presentations**		
Week 13	4/26/10	In-Class: (1) CMP Presentations Continue **DUE: CMP Presentations**		
Week 14	5/3/10	In-Class: (1) CMP Presentations End **DUE: CMP Presentations**		
Week 15	5/10/10	No Class Meeting **DUE: Final Exam via Email**		

Important Dates to Remember:

2/1/10	Official Reporting Day (12th day of classes)
	Last Day to Drop/Withdraw from a Course *without* a Grade
2/26/10	Last Day to File for a Spring Graduation
3/15/10 - 3/20/10	Holiday – Thanksgiving (change from last year!) ☺
4/6/10	Last Day to Drop/Withdraw from a Course with a "W"
5/3/10	Last Day of Official Classes
5/5/10 - 5/13/10	Final Exam Period
5/14/10	Official Closing for the Fall Semester

Name _____ Total Score _____/20

Grading Rubric for Professional Literature Review Paper - PEER AASSESSMENT

Title of Volume _____

Author _____

Source #1 _____

Source #2 _____

Source #3 _____

Assessment Criteria	☹ Value ☺	Score
Why did you choose this book?	0 1	
What do you hope to learn from this book?	0 1	
Main Topic Overview	0 1 2 3	
About the Author	0 1	
Impact of Professional Literature on Elem., Middle OR High Schools	0 1 2 3	
Sources Review (at least three)	0 1 2	
Instructional Lesson Plan Based on this Book with at least one Visual Aide	0 1 2	
Reflection – What did you learn?	0 1 2	
APA Formatting Guidelines Followed	0 1 2	
Readability (standard grammar, punctuation, verb tense, etc.)	0 1 2 3	
Total Score		***/20***

Comments:

Name _____ Total Score _____/20

Grading Rubric for Professional Literature Review Paper

Title of Volume _____

Author _____

Source #1 _____

Source #2 _____

Source #3 _____

Assessment Criteria	☹ Value ☺	Score
Why did you choose this book?	0 1	
What do you hope to learn from this book?	0 1	
Main Topic Overview	0 1 2 3	
About the Author	0 1	
Impact of Professional Literature on Elem., Middle OR High Schools	0 1 2 3	
Sources Review (at least three)	0 1 2	
Instructional Lesson Plan Based on this Book with at least one Visual Aide	0 1 2	
Reflection – What did you learn?	0 1 2	
APA Formatting Guidelines Followed	0 1 2	
Readability (standard grammar, punctuation, verb tense, etc.)	0 1 2 3	
Total Score		***/20***

Comments:

Name _____ Total Score _____/15

Grading Rubric for Group Presentation on Text Chapter

Chapter Assigned _____ Chapter Topic _____

Group Member: _____ Group Member: _____

Group Member: _____ Group Member: _____

	½ Point	1 Point	2 Points	3 Points	Score
Organization	The class cannot understand your presentation because there is no sequence of information.	The class has difficulty following your presentation because presenter jumps around.	You present information with some logical sequence which the class can follow.	You present information in a fully logical sequence which the class can follow.	
Knowledge of the Classroom Management Strategy	You do not have a grasp of the basic tenets, concepts, and features of the Classroom Management Strategy; you cannot answer questions about your topic.	You are uncomfortable with the basic tenets, concepts and features of the Classroom Management Strategy and are able to only answer rudimentary questions.	You are at ease with expected answers to all questions concerning the basic tenets, concept, and features of your Classroom Management Strategy, but fail to elaborate.	You demonstrate full knowledge by answering all class questions with explanations and elaborations.	
Learner Engagement	This class is not engaged in the presentation via activities (discussion, group work, etc…anything to have the class involved and engaged).	This class is engaged in a limited manner in the presentation via activities.	This class is engaged in an adequate manner in the presentation via activities.	This class is engaged in a thorough and meaningful manner in the presentation via activities.	
Use of Materials and/or Visuals	You use unnecessary materials and/or visuals or none at all.	You occasionally use materials and/or visuals that rarely support text and presentation.	Your materials and/or visuals relate to Classroom Management Strategy topic and presentation.	Your materials and/or visuals explain and support presentation.	
Overall Presentation	Your presentation needs more thought and preparation in order to teach your audience and make it enjoyable at the same time.	Your presentation included some information about the topic, but was not on-target for your audience.	Your presentation was information, but was not on-target for your audience.	Your presentation was informative and enjoyable for the audience.	

Comments:

Name _____ Presentation Date _____

Classroom Management Paper and Presentation Grading Assessment Form

Strategy #1 Presented _____ Strategy #2 Presented _____

Strategy #3 Presented _____ Strategy #4 Presented _____

Strategy #5 Presented _____ Strategy #6 Presented _____

Overall Project Assessment:

Section I:	*Assessment Criteria for CMP Paper*	_____/30
Section II:	*Grading Rubric for Individual Presentation*	_____/10
	TOTAL PROJECT GRADE	_____/40

Overall Comments:

Your Comments and Reflections

Post paper -

Pre-presentation -

Name _____ Section Score _____/30

Section I: Assessment Criteria for Classroom Management Paper

	☹ Value ☺	Score
Includes a Philosophical Statement: Describes your beliefs about classroom management. Reinforces your philosophical statement with a description of what you believe to be your teaching styles and how this related to your choice of theory, program, etc….	0 1 3 5 7 9	
Room Arrangement Map(s): Includes different types of activities including a student seating arrangement, teacher desk, resources, displays, etc. Provides a rationale of your choice of arrangement(s). This is a diagram and a description.	0 1 2 3	
Classroom Rules/Norms: How are they determines? What might they include? How are the communicated to students, parents, administrators, etc.?	0 1 2 3 4	
Classroom Procedures: How do you begin and end days/periods? How will you deal with transitions and interruptions? What instructional strategies will you use that may require specific rules and procedures and how will you implement theses?	0 1 2 3 4	
Differentiation for Special Populations (learning Disabilities, ESL, learning Styles, etc.): Describe how you intent to encourage and respond to all students – whatever your perception of their learning in your classroom. What techniques are you going to use to maximize the effectiveness of your classroom management? Refer to specific techniques that we have discussed as well as others?	0 1 2 3	
Student Roles in Classroom Management: What steps or initiatives will you utilize in order to involve students in managing the classroom?	0 1 2 3 4	
Formatting Guidelines Followed	0 1 2 3	
Total Score		***/30***

Comments:

Name _____ Section Score _____/10

Section II: Grading Rubric for Individual Presentation

	½ Point	1 Point	1 ½ Points	2 Points	Score
Organization	The class cannot understand your presentation because there is no sequence of information.	The class has difficulty following your presentation because presenter jumps around.	You present information with some logical sequence which the class can follow.	You present information in a fully logical sequence which the class can follow.	
Knowledge of the Classroom Management Strategy	You do not have a grasp of the basic tenets, concepts, and features of the Classroom Management Strategy; you cannot answer questions about your topic.	You are uncomfortable with the basic tenets, concepts and features of the Classroom Management Strategy and are able to only answer rudimentary questions.	You are at ease with expected answers to all questions concerning the basic tenets, concept, and features of your Classroom Management Strategy, but fail to elaborate.	You demonstrate full knowledge by answering all class questions with explanations and elaborations.	
Learner Engagement	This class is not engaged in the presentation via activities (discussion, group work, etc…anything to have the class involved and engaged).	This class is engaged in a limited manner in the presentation via activities.	This class is engaged in an adequate manner in the presentation via activities.	This class is engaged in a thorough and meaningful manner in the presentation via activities.	
Use of Materials and/or Visuals	You use unnecessary materials and/or visuals or none at all.	You occasionally use materials and/or visuals that rarely support text and presentation.	Your materials and/or visuals relate to Classroom Management Strategy topic and presentation.	Your materials and/or visuals explain and support presentation.	
Overall Presentation	Your presentation needs more thought and preparation in order to teach your audience and make it enjoyable at the same time.	Your presentation included some information about the topic, but was not on-target for your audience.	Your presentation was information, but was not on-target for your audience.	Your presentation was informative and enjoyable for the audience.	

Comments:

APPENDIX L

COURSE SYLLABUS – UNIVERSITY OF SOUTH FLORIDA ESE 5344

CLASSROOM MANAGEMENT FOR A DIVERSE SCHOOL AND SOCIETY

(FALL 2011)

COLLEGE OF EDUCATION
DEPARTMENTAL COURSE SYLLABUS

Conceptual Framework Statement: (For undergraduate educator preparation programs, MAT programs, MA Plan I programs, counseling, school psychology, educational measurement and evaluation, and educational leadership programs):

The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethics/Diversity. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit: www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html

1. **Course Prefix and Number:**
   ESE 5344

2. **Course Title:**
   Classroom Management for a Diverse School and Society

3. **Regular Instructor** (s)
   Jane Applegate
   Pat Daniel

4. **Course Prerequisites (if any):**
   None

5. **Course Description**
   Covers practical, theoretical, philosophical and ethical aspects of school and society, the education profession, and secondary schools with particular focus on classroom management, school violence, school safety, educational law, and other critical social issues.

Conceptual Framework Statement: (For undergraduate educator preparation programs, MAT programs, MA Plan I programs, counseling, school psychology, educational measurement and evaluation, and educational leadership programs):

The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethics/Diversity. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit: www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html

6. **Course Goals & Objectives:**
   Students will:
   1. Identify procedures and routines that foster a positive, productive classroom environment, including interaction routines for individual work, cooperative learning, and whole group activities.
   2. Reflect on data gathered from own classroom to modify teaching practices.
   3. Develop rules of evidence for students to use to analyze judgments, conclusions, and interpretations in content and in social settings.
   4. Articulate what is necessary to establish a learning environment in which all students are treated equitably.
   5. Identify professional conduct in relation to legal issues, with parents, students, colleagues, and administrators.

6. Identify "best practices" acknowledged by learned societies for specific content areas.
7. Participate in simulated classroom management problem solving.
8. Identify school and community resources available to families and teachers in their efforts to meet the needs of diverse learners.
9. Articulate a classroom management plan that takes into account the diverse needs of learners, the diverse backgrounds and behaviors of adolescents, and the importance of cultivating a positive classroom learning environment.

7. **Course Outline:**
   1. Adolescents
   2. Classroom Environment
   3. Adolescents and Critical Social Issues/Infused Special Populations/Equity vs. Equality
   4. School Violence and Bullying
   5. Legal Issues/Students' Rights—ESOL Consent Decree
   6. Legal Issues/Professional Ethics
   7. Instructional Momentum
   8. Professional Ethics/Parents and Students—communicating with parents of English Language Learners; LEP committees;
   9. Professional Ethics/Colleagues and Administrators—advocating for English Language Learners
   10. Specialization Personnel: Drop Out Prevention
   11. Application of Specialization Personnel—accessing resources and support services for English Language Learners
   12. School Culture and School Safety—mediating cultural conflicts
   13. Guest Speakers: School Law
   14. Reflection and Celebration

8. **Student Outcomes:**
   Students will design a classroom environment which will include structures and routines to support a variety of teaching practices

   Students will produce a collection of data sets from classroom observations with a description of how data can be used to modify classroom practices for a safe and secure classroom.

   Students will produce a guide to school and community resources for at-risk adolescents. Students will modify this guide to ensure comprehensibility for English language learners.

   Students will produce a case study of a student who has had problems in school. If possible, an (additional) case study of an ELL.

   Students will produce an essay on a legal issue and how it was resolved incorporating relationships with parents and school administrators.

9. **Grading Criteria**

   - **Classroom Environment/Management Plan (25% of final grade)**

Students will design a classroom management plan that includes rules, policies, procedures, seating and space utilization.
This requirement/activity will address the following Accomplished Practice(s):
Accomplished Practice # 2 – Communication
Accomplished Practice # 3 – Continuous Improvement
Accomplished Practice # 9 -- Learning Environments
Accomplished Practice # 10 – Planning
Accomplished Practice # 11 – Role of the Teacher

- **Classroom Observations (15% of final grade)**
  Students will observe classrooms in action and analyze management routines and procedures. Where possible, they will also note how the English language learners are socialized into the management system.
  This requirement/activity will address the following Accomplished Practice(s):
  Accomplished Practice # 9 Learning Environments
  Accomplished Practice # 11 – Role of the Teacher

- **Community Resource Guide (20% of final grade)**
  Students will produce a guide to using the community including at least 20 references. The student will modify this guide to ensure comprehensibility for English language learners.
  This requirement/activity will address the following Accomplished Practice(s):
  Accomplished Practice # 11 – Role of the Teacher

- **Case Study (10% of final grade)**
  Students are required to submit a case study of an at-risk teen that demonstrates knowledge of the social, emotional and learning needs of the adolescent. If possible, an (additional) case study of an ELL.
  This requirement/activity will address the following Accomplished Practice(s):
  Accomplished Practice # 5 – Diversity
  Accomplished Practice # 7 – Human Development and Learning

- **Legal Issue (10% of final grade)**
  Students are required to identify an aspect of school law related to classroom practice and provide practical ways teachers can incorporate this law into their work with parents and school administrators.
  This requirement/activity will address the following Accomplished Practice(s):
  Accomplished Practice # 6 – Ethics

- **Simulations and Management Problem Solving (20% of final grade)**
  Students are required to participate in classroom simulations and classroom management problem solving.
  This requirement/activity will address the following Accomplished Practice(s):
  Accomplished Practice # 2 – Communication
  Accomplished Practice # 3 – Continuous Improvement
  Accomplished Practice # 6 – Ethics
  Accomplished Practice # 7 – Human Development and Learning
  Accomplished Practice # 9 – Learning Environments
  Accomplished Practice # 10 – Planning
  Accomplished Practice # 11 – Role of the Teacher

Grades will be assigned as follows:

A+	4.00
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

USF Policy on Religious Observance

All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs. Students are expected to notify the instructor in writing by the second class if they intend to be absent for a class or announced examination, in accordance with this policy.

10. Textbook(s), Reference List, and Readings (if applicable)

Wong, H.K. & Wong, R.T. (1998). The first days of school: How to be an effective teacher. Mountain View, CA: Harry K. Wong Pub.

Zabel, R. H. & Zabel, M. K. (1996). Classroom management in context: Orchestrating positive learning environments. Boston: Houghton Mifflin.

Schell, L.M. & Burden, P.R. (2000) . Countdown to the first day of school.

11. ADA Statement

Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor with the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany the request.

College of Education
Departmental Course Syllabus
Graduate Level Course

Attachment I

1. **Rationale for Setting Goals and Objectives.**
   This course is an introductory course in the MAT Program for Secondary Education. The goals and objectives of the course were established to acquaint the novice teacher with aspects of effective learning environments including classroom management. The preprofessional teacher will also become acquainted with ethical and community relationships as they effect adolescents inside and outside the school context and will examine issues related to working with families, other colleagues and external agencies which work with adolescents thus addressing several aspects of Florida's Accomplished Practices.

2. **What aspects of the COE conceptual framework is/are specifically addressed in this course?**

   Teacher candidates communicate effectively with colleagues, administrators, parents, and the community, and use techniques in the classroom to promote effective communication with and among students.

   Teacher candidates adhere to principles for the education profession regarding ethical and professional conduct .

   Teacher candidates collaborate with various education professionals, parents, and other stakeholders (e.g., members of the community) in the continuous improvement of the educational experiences of students.

   Teacher candidates demonstrate a valuing of diversity through understanding and responsiveness to each student's culture, learning styles, special needs, and socio-economic background.

   Teacher candidates create and maintain positive learning environments in which students are actively engaged in learning, social interaction, and self-motivation.

   Teacher candidates use effective strategies for classroom management and safety.

   Teacher candidates use an understanding of learning and human development to provide a positive learning environment that supports the intellectual, personal, and social development of all students.

   Assignments in course are directly linked to practicum experiences in order to help them make practical applications.

Opportunities to discuss and analyze experiences each semester through mechanisms such as professional seminars and collaborative teams.

Opportunities to engage in reflection, integration, and problem solving regarding educational dilemmas through mechanisms such as case methodology

3. **List the specific competencies addressed from the relevant national guidelines.**

   According to NCATE 2000, this course will assist students in meeting Standard 1 (Candidate Knowledge, Skills and Dispositions) especially as related to Professional and Pedagogical Knowledge and Skills for Teacher Candidates, Dispositions for all Candidates, and Student Learning for Teacher Candidates.

4. **Are there field-based experiences in this course? If so please briefly indicate the setting, nature and duration of each.**
   No

5. **A. Is technology used in this course?** Yes

   B. Are students required to access and demonstrate us of technology in instruction or record keeping in this course? Yes

6. **How are issues of diversity addressed in this course? Indicate which aspect of the course (e.g., instructional strategies and /or experiences) provides the candidate the opportunity to acquire and or apply knowledge, skills and /or dispositions necessary to help all students learn. ("All students" includes students with various learning styles, students with exceptionalities and different ethnic, racial, gender, language, religious, socioeconomic, and regional/geographic origins and achievement levels.)**

   The methods selected to be demonstrated or modeled by the instructor reflect various approaches to accommodate the learning situations with diverse kinds of students. Students are expected to prepare unit and lesson plans that apply that knowledge.

7a. **(For Initial Certification Programs)**

   List the specific competencies addressed from the Florida Subject Matter Content Standards or the Florida Adopted Subject Area Competencies.
   NA

7b. **Describe any component of the course designed to prepare teacher candidates to help PK-12 student achieve the Sunshine State Standards.**

   The Sunshine State Standards will be included in the lesson plans and in the interdisciplinary unit.

Matrix

Course Objectives	Evidence of Achievement	Accomplished Practices	ESOL Performance Standards
1.0 Students will identify procedures and routines that foster a positive, productive classroom environment, including interaction routines for individual work, cooperative learning, and whole group activities.	Construction of classroom environment	#2 Communication #7 Human Development and Learning #9 Learning Environments	13, 18
2.0 Students will reflect on data gathered from own classroom to modify teaching practices.	Classroom data sets gathered and interpreted	#3 Continuous Improvement	8, 13, 16, 18
3.0 Students will develop rules of evidence for students to use to analyze judgments, conclusions, and interpretations in content and in social settings.	.Production of a guide containing school and community resources for adolescents	#4 Critical Thinking #11 Role of the Teacher	12, 13
4.0 Students will articulate what is necessary to establish a learning environment in which all students are treated equitably.	Case study of at-risk adolescent	#5 Diversity # 7 Human Development and Learning	2, 3, 4, 18
5.0Students will identify professional conduct in relation to legal issues, with parents, students, colleagues and administrators	Essay on legal issue and its affects on parents and administrators	#2 Ethics #11 Role of the Teacher	23
6.0 Identify "best practices" acknowledged by learned societies for specific content areas.	Chapter Outline and Group Presentation of "Best Practices" in the chosen content area of the student	# 7 Human Development and Learning # 8 Knowledge of Subject Matter	
7.0 Participate in simulated classroom management problem solving.	Chapter Outline and Group Presentation of Classroom Management Strategies while	# 3 Continuous Improvement # 7 Human Development and Learning	

	addressing classroom management problem simulation	# 9 Learning Environments # 11 Role of the Teacher	
8.0 Identify school and community resources available to families and teachers in their efforts to meet the needs of diverse learners.	Construction of an annotated list of resources available to families and teachers. Annotations include services available, target audience, contact information	# 11 Role of the Teacher	
9.0 Articulate a classroom management plan that takes into account the diverse needs of learners, the diverse backgrounds and behaviors of adolescents, and the importance of cultivating a positive classroom learning environment.	Construction of a classroom management plan that includes rules, policies, procedures, seating and space utilization, and a reflective essay on personal strengths and weaknesses as a classroom manager	# 2 Communication # 3 Continuous Improvement # 9 Learning Environments # 10 Planning # 11 Role of the Teacher	

APPENDIX M

COURSE SYLLABUS – UNIVERSITY OF SOUTH FLORIDA EDE 4301

CLASSROOM MANAGEMENT, SCHOOL SAFETY, ETHICS, LAW AND ELEMENTARY METHODS (FALL 2011)

College of Education
Learn. Lead. Inspire. Transform.

SYLLABUS: EDE 4301
Classroom Management, School Safety, Ethics, Law and Elementary Methods
FALL 2011

Required Texts:
Marzano, R.J., Pickering, D.J., & Pollock, J.D. (2001). *Classroom instruction that works: research-based strategies for increasing student achievement.* Alexandria, VA: ASCD.

Marzano, R.J. (2003). *Classroom management that works: research-based strategies for every teacher.* Alexandria, VA: ASCD.

Course Documents Posted on: *Blackboard*
TaskStream Account is required. A critical task must be uploaded to your electronic portfolio

COURSE DESCRIPTION

This course is designed to broaden your understanding of various teaching methods required to teach effectively in today's expanding schools. This course explores the current knowledge of best practices of a variety of teaching and management strategies and methods deemed appropriate for a diverse elementary classroom setting including ESOL students and other exceptionalities. Specifically, we will explore various philosophical and educational beliefs regarding child-development, teaching, and effective classroom management. Individually, you will begin to analyze and understand your own belief systems and how these may impact the child.

COURSE OBJECTIVES

This three-credit course will afford you the opportunity to develop knowledge and skills in the following areas:

- The pre-service teacher will become familiar with current teaching practices and will begin to develop a ***philosophy of education*** based upon these existing practices.
- The pre-service teacher will be exposed to a variety of classroom ***management styles*** including cooperative learning, learning centers, individualized instruction, organized topics of study, and the use of positive reinforcement.
- The pre-service teachers will become aware of their own ***cultural and individual perceptions*** and how these perceptions may impact the culturally diverse pupils in today's schools.

- The pre-service teacher will become familiar with ***national, state and local educational objectives*** and will develop age appropriate lesson plans based on such objectives.

- The pre-service teacher will experience a ***classroom environment*** first-hand and will assess their strengths and weakness as a future teacher.

- The pre-service teacher will become familiar with legal issues in education, school safety and the Florida Code of Ethics for Educators.

Learn. Lead. Inspire. Transform

USFSM Policies

A. **Web Portal Information:** Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Blackboard course information via that address.

B. **Academic Dishonesty**: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university's policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.

   Detection of Plagiarism
   http://www.cte.usf.edu/plagiarism/plag.html The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to SafeAssignment. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. For more information, go to http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism.

C. **Academic Disruption**: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.

D. **Contingency Plans**: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Safety Preparedness Website for further information.

E. **Disabilities Accommodation**: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for

accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Pat Lakey, Coordinator, 941-359-4714, plakey@sar.usf.edu, www.sarasota.usf.edu/Students/Disability/

F. **Fire Alarm Instructions**: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

G. **Religious Observances**: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

TaskStream: TaskStream is a web-based electronic portfolio required of all students in the College of Education (COE) programs. It provides a way to submit documents, called Critical Tasks to instructors for feedback and assessment. The COE uses these assessments to evaluate candidate progress toward meeting standards set by the Florida Department of Education, the faculty and professional organizations. Further, the COE analyzes data from the assessments and uses the data for program planning in order to ensure continuous improvement. Assignments designated as Critical Tasks **must be uploaded to your electronic portfolio on TaskStream** and be rated with a **mean score of 3 or higher** in order for you to pass the course. Remember, failure to upload the Critical Task may result in a failing grade.

In this course the critical tasks are: **Classroom Management Plan** and the **Lesson Plan.**

Essential Assignments: These are the assignments that have been aligned with most of the other FLDOE requirements, i.e., ESOL standards, Reading Competencies, or Florida Teacher Competencies/Skills. They ensure that our courses hold the required content in order for you to qualify for certification as and elementary teacher. The Essential Assignment for this course is the Practical Classroom Experience.

ESOL Documentation
In addition, the ESOL component for this course requires that you include documentation of certain requirements in your ESOL notebook, which will be checked prior to graduation. If you want me to sign off on the checklist, you must bring it to me and we will discuss your specific assignment.

Please note that certain assignments will serve to fulfill the requirement for the following Florida ESOL Teacher Competencies:

#3- Knowledge of sociolinguistic, cultural, ethnic, and sociopolitical issues
#4-Knowledge of curriculum, curriculum materials, and resources
#5- Knowledge of instructional models
#6-Knowledge of instructional methods and strategies
#7-Knowledge of instructional technology

COURSE REQUIREMENTS

Please note: Assignments are accepted for full credit on the day they are due. Please see me if your assignment will be late. Professionalism includes being on time with responsibilities. Rubrics are located in a separate packet, which can also be found on Blackboard. They should be reviewed for each assignment.

I. Attendance/Participation/Preparation: (30 points)

Much of your learning will require active participation, a willingness to explore new ideas and cooperative interaction with classmates. Please be on time, professional in your conduct at all times, and ready to learn.

Please let me know in advance as to why you are unable to attend class. All unexplained absences will be considered unexcused and will affect your final grade.

- It is very important that you attend all sessions and participate in the discussions. You are allowed one excused absence for illness or personal reasons. Five points will be deducted for any other absence. More than two absences will require a conversation with the instructor and possible rescheduling of the course to suit your academic needs.
- Professional, active participation is very important. Specifically:
  -be willing to explore new ideas,
  -communicate ideas and concepts in class,
  -display a professional disposition and positive interpersonal skills, and
  -maintain a high level of involvement during class/group discussions.

You are expected to:

Be on time.
Be professional in your conduct at all times.
Be prepared for class by reading the required assignments and ready to discuss/learn.
Use cell phones only for emergencies.
Attend one ethics training workshop during the course of the semester. **(Essential Assignment)**
Complete one dispositions form prior to the tenth week of the semester. You will receive instructor feedback by the end of the semester on your evaluation. **(Essential assignment)**

*The use of a laptop is allowed for viewing course documents and related course materials, or for note taking.

II. Essential Assignment: Practical Classroom Experience (20 Points)

The first step in learning to do something is often watching someone else do it. An important piece of your education involves watching teachers and beginning to connect what they do in the classroom with what we're learning about in class. With this in mind, you will be required to spend 6 hours in a classroom setting. I recommend at least 2 sessions, and be sure to allow some time to talk with the teacher when the children are not present.

During the beginning of the semester you will make contact with a school* (your choice of type, location, and grade level) and spend no less than 6 hours visiting the classroom. Please fill out the observation grid (on Blackboard) and keep notes to address the following questions for your narrative assignment. There is a letter attached at the end of the syllabus to help verify this

assignment for the teacher whom you visit. I also have contacts at many schools if you have difficulty finding a place to observe.

*If you are visiting a school in Sarasota County, you will need to register on the PALS system at the Landings. There is no charge for registering, but this is part of the security check, including fingerprinting, that results in your clearance for working with children in the district.

On the due date hand in both your observation log (this can be handwritten) and a narrative to the following:
USE HEADERS TO DISCUSS THE FOLLOWING PROMPTS

1) Classroom Management

- Use the Observation log to detail the procedures and routines used in the classroom. Ask the teacher about the topics you are not able to observe. What forms of classroom management tools did you notice? What positive reinforcement and awards are used? What happens when a student is miss-behaving?
- Describe the classroom management plan being used.

2) School Safety and Law

- Inquire about the school safety protocols and discuss one in detail.
- Describe in detail how the teachers transition their students from one location to another outside of the classroom.
- Discuss one legal issue with the teacher and write a short reflection as to what policies and protocols are in place at school to address this issue.

3) Instructional Methods

- How is the learning environment designed? What material and supplies are available to the children and how do they gain access to them? Who cleans up? How are the desks arranged?
- Notice the visual displays around the room. Are they developed by the students or commercially bought? Is the children's work displayed?
- What does the look and feel of the room tell you about the teacher's educational philosophy?
- Does the teacher have children engaged in learning center or thematic activities? Briefly describe what types of activities are taking place relating to these methods of instruction.

III. Critical Task: Classroom Management Plan (25 points)

Students will develop an in-depth classroom management plan to include an overview of what a teacher does to prepare for the new school year, a schematic diagram of the classroom, and Welcome to the School Year letter. In addition, they will address procedures and routines, rules and expectations, consequences when rules are not followed/motivational strategies, a first day of school narrative, samples of parent communication, and a weekly newsletter. Particular attention should be paid to any management strategies that reflect legal and ethical considerations and indicate sensitivity to cultural and linguistic differences. Also, the classroom management plan must be in accordance to the principles of a safe and drug-free school. It is the expectation that technology will be utilized, with the demonstration of a more sophisticated use of graphics, programs, etc. resulting in a higher score.

- Write an overview of what a teacher does to prepare for the new school year, including a description of how you will work with students on the first day. Be sure to include a plan for how you will obtain information about any specific accommodations regarding the diverse needs of students.

- Draw a schematic diagram of the classroom indicating where your main learning areas will take place; consider student desk arrangements, where your materials are to be located, where centers and other peripheral activities will occur, special areas for reading, computers, etc. (in essence, create your ideal classroom).

- Write a "Welcome to the School Year" letter for your parents (be personal as well as informative). How will you communicate with families who are not fluent English speakers or those who do not have internet access?

- Describe the procedures and routines:
    - transition from desk to carpet
    - line-ups, bathroom breaks, lunch
    - after school buses line ups
    - agreements/rules and expectations
    - consequences when agreements/rules are not followed
    - motivational strategies to enhance classroom climate
    - samples of parent communication (different from a newsletter)
    - weekly newsletter and tips for how parents can support learning at home.

- In 2-3 paragraphs, describe how the management strategies outlined above will impact those students who do not speak English as a native language. You should include information based on current trends in research and practice.

- In 2-3 paragraphs, describe how the management strategies outlined above will help showcase your personal beliefs (philosophy) about how children learn.

IV. Critical Task: Lesson Plan* (25 points)

Although spontaneous teaching can be excellent, consistently good teaching requires thoughtful planning. Organized lesson plans and long-term connected activities are the trademarks of an excellent teacher. This assignment will help you understand how to develop good lesson plans.

Using one of the major content areas (math, reading, science, or social studies), organize a lesson plan for students in a particular grade level. Demonstrate your understanding of one (or a combination) of the instructional strategies (methods) that have been modeled and discussed in this class. This lesson should include brain-based strategies that optimize learning, including higher-level thinking questions and/or activities using different intelligences. Prepare all materials and be prepared to teach your lesson to a small group of peers in class.

- Be sure to identify the Next Generation Sunshine State Standards and any other relevant curriculum standards (such as district roadmaps or guidelines).
- Follow the USF lesson plan format provided in class and on Blackboard.
- Your assessment strategy needs to show differentiation for students with high, middle, and low mastery levels.

- The lesson plan must be typed and demonstrate a professional quality.

We will be sharing ideas and strategies from a variety of lesson plans in our classes.

**This assignment is a critical task for this course.*

Course Evaluation

The minimum expectations of all students are: class attendance, promptness, completion of all required reading and written assignments, downloading of materials from Blackboard, projects, lesson plans, and participation in all class activities.

If you will not be in class, you are required to notify the instructor prior to the class time by e-mail. It is your responsibility to get the missed content from another student. Participation points will be lost due to any absences and may not be made up. Any assignment that is not turned in at the designated time is considered late except for students with documented extenuating circumstances.

Please hand in hard copies of your assignments.

Critical Assignments: Assignments designated as Critical Assignments must receive a passing grade of 3 or above in order to pass the course. If you turn in an assignment that receives an unsatisfactory grade, you will be required to redo the assignment. The Critical Assignments for this course are the Classroom Management Plan and the Lesson Plan.

EDE 4301 is a three credit course for which you will receive a final letter grade of A-F. Please note that a passing grade of C or higher is necessary to remain in the program.

The following percentages and criteria outline the grading for this course:

POINTS	DUE DATE	CRITERIA
30	On going	Attendance and participation
20		6-hour Classroom experience paper
25		Classroom Management Plan*
25		Lesson plan*
100		Total points for this course

EDE 4301 Lesson Plan

Links to Standards: "Assessment," "Critical Thinking," "Human Development and Learning," and "Planning"
Instructional Design and Lesson Planning, Instructional Delivery and Facilitation, Assessment
University of South Florida Sarasota-Manatee

Although spontaneous teaching can be excellent, consistently good teaching requires thoughtful planning. Organized lesson plans and long-term connected activities are the trademarks of an excellent teacher. This assignment will help you understand how to develop good lesson plans.

- Using one of the major content areas (math, reading, science, or social studies), organize a lesson plan for students in a particular grade level. Demonstrate your understanding of one (or a combination) of the instructional strategies (methods) that have been modeled and discussed in this class. This lesson should include brain-based strategies that optimize learning, including higher-level thinking questions and/or activities using different intelligences. Prepare all materials and be prepared to teach your lesson to a small group of peers in class.
- Be sure to identify the Next Generation Sunshine State Standards and any other relevant curriculum standards (such as district roadmaps or guidelines).
- Follow the USFSM lesson plan format provided in class and on Blackboard.
- Your assessment strategy needs to show differentiation for students with high, middle, and low mastery levels.
- The lesson plan must be typed and demonstrate a professional quality.

We will be sharing ideas and strategies from a variety of lesson plans in our classes.

Semester:	Student U-Number:	Assessor:

Instructional Design and Lesson Planning	Level 1 Unacceptable	Level 2 Marginal	Level 3 Proficient	Level 4 Advanced	Level 5 Exceptional	Score
Aligns instruction with state-adopted standards at the appropriate level of rigor.						
Designs instruction for students to achieve mastery						
Selects appropriate formative assessments to monitor learning.						
Uses a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons						
Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.						

Instructional Delivery and Facilitation	Level 1	Level 2	Level 3	Level 4	Level 5	Score
Relates and integrates the subject matter with other disciplines and life experiences						
Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.						
Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students						

Assessment	Level 1	Level 2	Level 3	Level 4	Level 5	Score
Designs and aligns formative and summative assessments that match learning objectives and lead to mastery						
Uses a variety of assessment tools to monitor student progress, achievement and learning goals						

Critical Thinking	Level 1	Level 2	Level 3	Level 4	Level 5	Score
Incorporates strategies and materials that will expand student thinking ability by including brain-based strategies that optimize learning, including higher-level thinking questions and/or activities using different intelligences.						

Human Development and Learning	Level 1	Level 2	Level 3	Level 4	Level 5	Score
Shows recognition of varying developmental levels of students by differentiating assessments for students with high, middle, and low mastery levels.						

EDE 4301 Classroom Management Plan

Links to Standards: "The Learning Environment" and "Continuous Improvement"

University of South Florida Sarasota-Manatee

Students will develop an in-depth classroom management plan to include an overview of what a teacher does to prepare for the new school year, a schematic diagram of the classroom, and Welcome to the School Year letter. In addition, they will address procedures and routines, rules and expectations, consequences when rules are not followed/motivational strategies, a first day of school narrative, samples of parent communication, and a weekly newsletter. Particular attention should be paid to any management strategies that reflect legal and ethical considerations and indicate sensitivity to cultural and linguistic differences. Also, the classroom management plan must be in accordance to the principles of a safe and drug-free school. It is the expectation that technology will be utilized, with the demonstration of a more sophisticated use of graphics, programs, etc. resulting in a higher score.

Students will:

- Write an overview of what a teacher does to prepare for the new school year, including a description of how you will work with students on the first day.
- Draw a schematic diagram of the classroom indicating where your main learning areas will take place; consider student desk arrangements, where your materials are to be located, where centers and other peripheral activities will occur, special areas for reading, computers, etc. (in essence, create your ideal classroom).
- Write a "Welcome to the School Year" letter for your parents (be personal as well as informative).
- Describe the procedures and routines:
    - transition from desk to carpet
    - line- ups, bathroom breaks, lunch
    - after school buses line ups
    - agreements/rules and expectations
    - consequences when agreements/rules are not followed
    - motivational strategies
    - samples of parent communication (different from a newsletter)
    - weekly newsletter.
- **In 2-3 paragraphs, describe how the management strategies described above will help showcase your personal beliefs (philosophy) about how children learn.**

Semester:	Student U-Number:	Assessor:

Assessment Criteria – The Learning Environment	Level 1 Unacceptable	Level 2 Marginal	Level 3 Proficient	Level 4 Advanced	Level 5 Exceptional	Score
Organizes, allocates, and manages the resources of time, space, and attention.						
Manages individual and class behaviors through a well-planned management system.						
Respects students' cultural, linguistic, and family background.						
Models clear, acceptable oral and written communication skills.						
Maintains a climate of openness, inquiry, fairness and support.						
Adapts the learning environment to accommodate the differing needs and diversity of students.						

Assessment Criteria – Continuous Improvement	Level 1	Level 2	Level 3	Level 4	Level 5	Score
Collaborates with the home, school and larger communities to foster communication to support student learning and continuous improvement						

APPENDIX N

COURSE SYLLABUS – VIRGINIA COMMONWEALTH UNIVERSITY

TEDU 600 ORGANIZING FOR EFFECTIVE CLASSROOM MANAGEMENT

(FALL 2009)

TEDU 600.901
Organizing for Effective Classroom Instruction
Fall 2009

Dr. Nora Alder, Instructor
Wednesday 4:00 - 6:40
Phone: 353-4593 E-mail: nalder@vcu.edu
Office hours – Tuesday/Thursday 3:30-4:30 and Wednesday 2:00 – 4:00

This course is designed to help you to develop your understanding of effective classroom management techniques. You will examine management models and research and evaluate antecedent factors of a management scheme such as your philosophy of education, management style, learning styles, and school and classroom climates.

Objectives:
Upon completion of the readings and activities of this course, you should be able to:
1. Revise and refine your rationale for teaching to include a management scheme. (CF II 7, 9)
2. Develop rules and procedures for a classroom management scheme. (CF II 7, 9)
3. Examine the influence of room arrangement on management and discipline. (CF II 7, 9)
4. Scrutinize the role of the lecture, recitation, seatwork, discussion, and inquiry learning, and other techniques on classroom management and discipline. (CF II 1, 4, 9; CF IV 2, 3)
5. Create a comprehensive instruction and management plan for the first week of school.
6. Critically evaluate discipline models such as assertive discipline and cooperative discipline. (CF II 7, 5, 9)
7. Synopsize factors that tend to maximize student motivation and minimize discipline problems. (CF II 7, 5, 9; CF IV 2, 3)
8. Diagnose and analyze classroom scenarios relating to management and discipline. CF II 5, 9; CF IV 2, 3)
9. Construct a justified, proactive management scheme. (CF II 1, 5, 6, 7, 8; CF IV 2, 3)

Course Requirements:

Textbooks:
1. Powell, Richard R., McLaughlin, James H., Savage, Tom V., & Zehm, Stanley (2001). *Classroom Management: Perspectives on the Social Curriculum*. Merrill Prentice Hall.
2. Silverman, R., Welty, W. M., & Lyon, S. (1996). *Case Studies for Teacher Problem Solving*. New York: McGraw-Hill.

Active participation, attendance and punctuality are expected in all sessions. Each student is expected to read assigned material and be prepared prior to class. More than one absence may negatively affect your grade at up to 10% per every two absences. Excessive tardies will also negatively affect your grade.

Assignments:
1. Each of you will write and present a classroom management plan. Details are attached.
2. Group Presentations will be produced by small groups on a specific classroom

management strategy.
3. Readings include text assignments as well as articles and case studies. Be prepared prior to class. The articles and cases may be altered when more appropriate readings if the specific make-up of the class warrants changes. Blackboard assignments are part of this section.
4. Develop lesson plans for your first week of school. Assume textbooks have not been distributed. Details are attached.
5. Individual presentations will be made on current research in classroom management. Details are attached.

Schedule

August	
26	Introductions Overview Assumptions Theoretical overview The classroom management scheme Philosophical underpinnings Educational Philosophy Kounin - group dynamics and negotiation, rules and procedures. Role-play. School and classroom climate, student work and motivation, the role of instruction.
September	
2	Chapters 1& 2 in Powell, et al. Case #14, Mary Ewing - Diversity, in-class grouping, math teaching, and motivation. Case #2, Karen Lee - Cheating, first year teacher, instruction. Communication skills, active listening, consensus building, leadership, respect.
9	Chapters 3 & 4 in Powell, et al. Case #18, Janice Herron - elementary Diversity, evaluation, Language Arts teaching, teacher expectations.
16	Chapters 5, 6, & 7 in Powell, et al Case #4 Barbara Parker – secondary Behavior management, classroom climate, diversity, social studies teaching. Assign groups for presentations. Assign readings in Powell book according to teaching levels.
24	Case #22, Leigh Scott – secondary Grading, diversity, mainstreaming, social studies teaching. Ellen Norton Social context of teaching, ethical issues, teacher expectations.

30	No Class Meeting. Blackboard Discussion on Powell and multicultural paper. The Powell responses are to be posted on line. The Multicultural Reflections are to be turned in at the next class meeting and not posted. Article presentations next week.
October	
7	Multicultural Reflections due in hard copy, double spaced. Kate Sullivan Social context of teaching, diversity, organizational climate, parent issues. Article presentations due.
14	No Class Meeting. Complete BB assignments as needed.
28	First week of school plans due. Discuss special aspects of first week plans (student led) Video, communications skills.
November	
4	Debby Bennett Group meetings for models of management presentations
11	Group meetings
18	Group presentations due
25	No Class (Thanksgiving Eve)
December	
2	Group presentations continue as needed. Management plans due Share highlights from management plans.
9	**Final**

Notes:

1. All written assignments are to be typed and double spaced. Writing is expected to be commensurate with your collegiate standing. If you have any doubts as to your writing ability please obtain tutoring through student services or form study groups to proof your paper prior to handing them in.
2. This schedule may be altered to take advantage of teachable moment and to meet the diverse and particular needs of the students. This is your course. You will get out of it exactly what your put into it. I will guide you and help you construct your own plan on

classroom management, but as teachers who are building a cognitive structure for your own teaching you must be actively involved in your own learning.

Grading

Classroom management package	20
First week of school plans	20
Readings & Participation	20
Model presentation	20
Article presentation	20

93-100 = A 84-92 = B
75-83 = C 69-74 = D

Classroom Management Plan and Presentation

Your classroom management plan will be applicable to a group of average students at whatever level is appropriate for your teaching. This will be an ethnically and socioeconomically mixed group. Assume three of these students have just been mainstreamed from the English as a Second Language program and are still struggling with English at the academic proficiency level. Assume another three students are mainstreamed from the special education program: One has attention deficit disorder and two have learning disabilities that hinder reading comprehension.

Your management plan is to include, but is not limited to the following:

1. Rationale – What are your notions of how people learn, how they are motivated to learn, and what environmental conditions are conducive to classroom learning? What special educational environment might your subject matter, or your personal temperament require? What aspects of the social curriculum do you believe are important for students to learn? How are these reflected in your plan?
2. Rules, incentives, and consequences – The research says when it comes to rules, less is more.
3. Procedures – How to and when to leave for lunch, sharpen pencils, etc. How do they find out about work missed after an absence? Are there formats for handing in assignments?
4. Framework – Develop a table that aligns a variety of student expectations coupled with a variety of teaching strategies. At least eight variations are required. What behavior do you expect during lectures, cooperative learning, test taking times, etc.
5. Classroom description – A drawing or written description will do.
6. Grading procedures – Use weight percentages, not points.
7. Indications of knowing your student audience in terms of their developmental level (Young adolescent psychology for middle level teachers, for example)
8. Conscious attention to ESL and Special Education needs.

These classroom management plans will be presented to the class the next to the last week of school. Written management plans are to be typed and double-spaced with wide margins so that I can provide feedback.

First Week of School Plans

Too often teachers don't have proper textbooks available the first few days of school. Given that norms are established quickly and that students will work better all year when they have an expectation of your classroom as a workplace, prepare plans for your first week of school.

1. These plans must include two hours of activities that are aimed at contributing to classroom management, group cohesion, &/or motivation. Include rules and procedures, grading scales, or other items (which are in your management plan, then you can copy/cut/paste them into your management plan.
2. The plans must have at least four hours of academic curricula that can be managed without text, attend to student interest, at least broadly, and can be reasonably tied to SOLs in your major field or grade level.
3. All plans must include a component to enable you and your students to learn one another's names. One hour may be planned for this.
4. These plans need to be written to a level of detail that would enable any teacher to pick them up and follow them as you would have done.
7. Include handouts used each day, whether for an academic lesson or a management component.
8. A total of 8 hours of instruction needs to be attended to whether you are in secondary, middle, or elementary education.

Group Presentation of Management Model

Models of management may include Linda Alpert's cooperative discipline, Lee Canter's assertive discipline, Fredric Jones Positive Classroom Discipline, William Glasser's Noncoercive Discipline, Barbara Coloroso's Inner Discipline, or Patricia Kyle, et al's Win-Win Discipline. Resources are available on line, in the library, and through Dr. Alder. Students will be assigned groups to present a model to the class. Presentations will range from 30 minutes to an hour. Each group member must participate in the presentation and preparation. A one page handout is required. Students are encouraged to utilize visuals, technology, video, skits and/or role playing in their presentations.

Individual Research Presentation

Each of you will find three articles related to classroom management and share them in class. Typed summaries of articles and full copies of the articles will be turned into the instructor. Each summary is not to exceed two pages, double spaced, and will include a final paragraph that explains your perception of the value of the information and how it can help you in your classroom management.

VITA

Nichole L. Hertel, M.Ed.

2114 Meadow Park Circle *nhertel.ndtes@att.net*
Missouri City, TX. 77459 *Mobile (713) 857-5262*

Educational Philosophy:
Educating the whole child is a consistent balance between the school system, the parents and the community joining as one partnership. Through the unified efforts of this partnership, students develop a sense of responsibility and fairness, while at the same time being encouraged to reach high levels of academic achievement. Consistent and open communication through a variety of sources will help connect classroom learning to the home environment further adding to the overall development of the whole child. Above all, I believe that by being honest, making rational decisions, behaving optimistically, being creative, and maintaining a sense of integrity will encourage those around us to produce genuine smiles, cultivate open hearts, and to help others in need in any arena.

Work Experience:

NDT Educational Services 2010 – present
Educational Consultant & Editor
www.ndteducationalservices.org (in development)

Sparks and Scribbles.com 2011 – present
Writer
www.sparksandscribbles.com

University of Houston 2007 - 2010
Teaching Fellow – Undergraduate Education

IndemCo, L.P. 2005 - 2007
Administrative Assistant

Drake Private School 2004 - 2005
Teacher –- 2nd Grade English/Language Arts

Fort Bend I.S.D. 1997 - 2000
Secondary Teacher - English and Journalism

TriStar Productions, Inc. 1994 – 1996
Director of Public Relations and Marketing

KTRK-TV 13 (ABC Affiliate) 1994 – 1995
News Room Intern and Assistant Field Reporter

Education:
Doctorate of Education – a.b.d.
Curriculum and Instruction - Teaching and Teacher Education
University of Houston
Graduation Spring 2012

Master of Education
Secondary Education
Houston Baptist University
Winter 1999

Bachelor of Arts
Journalism
University of Houston
Spring 1996

Consultant Presentations:
First Responders: The Calming Element of Rationality Between the Bully & Victim
Palmer Elementary School - Fort Bend I.S.D. (Professional Development Seminar)

APA Style, Writing and You: APA Doesn't Mean Aggravating Paper Applications
University of Houston - College of Education (Undergraduate Presentation)

The New Bully on the Playground Wears a Dress
American Association for Teaching and Curriculum Conference (Presentation)

Relying on TOO Much Data in Your Research
University of Houston - College of Education (Graduate Presentation)

How Your Learning Style Can Affect Your Preferred Method of Research Gathering
University of Houston - College of Education (Graduate Presentation)

APA Style, Writing and You: APA Doesn't Mean Aggravating Paper Applications
University of Houston - College of Education (Graduate Presentation)

Developing Classroom Management Strategies for the First-Year Teacher: Keeping Your Sanity in Tact and Your Heart Open in the Midst of Everyday Life
University of Houston - College of Education (Graduate & Undergraduate Presentation)

Professional Editing Assignments:

American Association for Teaching and Curriculum (AATC)
Conference Proposal Reviewer 2009, 2012

Commissioner's List of Approved Electronic Textbooks Review Board
Texas Education Agency
Summer 2010

Editorial Support Board
Craig, C. J., & Deretchin, L. F. (Eds.). (2009). *Teacher learning in small-group settings* (Vol. XVII). Lanham, Maryland: Association of Teacher Educators.

Eight Doctoral Dissertations for University of Houston & University of Texas students beginning in 2011

University Teaching Experiences:

CUIN 4375	Classroom Management (six sections)
CUIN 3202	Content-Focused Teaching (three sections - two as a teaching assistant)
CUIN 3112	Technology in the Classroom (three sections – two as a teaching assistant)
CUIN 3318	Phonics in the Reading Process (one section)
ELED 3322	Reading Instruction for Young Children, ages 3-8 (one section)
QUEST II	Site-Based Facilitator to Pre-service Teachers in Fort Bend I.S.D.

Primary and Secondary Teaching Experience:

2nd Grade – English, Language Arts and Reading
9th Grade – English, Journalism, Photojournalism & Newspaper
10th - 12th Grades – Journalism, Photojournalism & Newspaper

Texas State Educator Certificates:

- English Language Arts and Reading 4-8
- Gifted and Talented Supplemental

Professional Development Activities:

American Association for Teaching and Curriculum (AATC)
Conference Attendee 2008, 2009, 2012 (in progress)
Proposal Submissions 2009, 2010
Conference Presenter 2009

The Complete Manager's Course 2011
Skills Path Seminar
Seminar Attendee 2011

Association for the Supervision of Curriculum Development (ASCD)
Health School Communities Webinar Virtual Conference 2011
Participant

Course Developer - CUIN 4375 Classroom Management
University of Houston - College of Education 2008

Classroom Management & Cooperative Discipline Seminar (CMCD)
Conference Attendee 2007

Professional Memberships and Associations:

- American Assoc. for Teaching & Curriculum (AATC)
- Assoc. for the Supervision of Curriculum & Development (ASCD)
- Learning Forward
- Texas Association for the Gifted and Talented (T.A.G.T.)
- Fort Bend I.S.D. School Health Advisory Council (Executive Committee)
- Fort Bend Education Foundation (Auxiliary Member)
- Southminster Presbyterian Church
- Palmer Elementary School PTO (Ft. Bend I.S.D.) (Executive Board)
- Quail Valley Middle School PTO (Ft. Bend I.S.D.)

Academic Interests and Disciplines:

- *Curriculum & Instruction*
- *Course Planning & Syllabus Development*
- *Professional Development*
- *Teacher Education & Evaluation*
- *Gifted & Talented Education*
- *Classroom Management*
- *Learning Style*
-

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