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Spring 2-1-2023

EDU 340.01: Classroom Management

Scott R. Hohnstein
scott.hohnstein@umontana.edu

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EDU 340.01 (CRN: 31770)
Classroom Management
Spring 2023

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispell people. We honor the path they have always shown us in caring for this place for the generations to come.

Course Information
Mondays 4:00-6:50
Phyllis J. Washington Education Center (PJWEC) 313

Office: Zoom Meeting Room
Professor: Scott Hohnstein, Ed.D.
Virtual Office Hours: by arrangement
Personal meeting room zoom link
https://umontana.zoom.us/j/3022763295
Email: scott.hohnstein@mso.umt.edu

1. Course Welcome and Description

Thank you for being in this class. EDU 340 is designed to prepare you to set up a classroom, establish rules and procedures, develop cooperative relationships with parents, effectively provide feedback to students, motivate positive student behaviors, reduce inappropriate and disruptive behaviors as well as research professional literature to seek the most appropriate classroom management practices to craft effective instruction for all learners. This is a required course for elementary pre-service teachers and is an integral part of the Level III block of classes.

2. Course Objectives:

Participants in the course will be able to:
1. create classroom rules and procedures that enunciate consistent standards for behavior;
2. develop routines and transitions that facilitate a classroom environment in which students are on task;
3. engage methods to motivate positive behaviors and reduce inappropriate and disruptive behaviors;
4. fine-tune techniques for providing encouraging and constructive feedback to students;
5. expand strategies for fostering productive relationships with students and parents;
6. recognize the interactions between communication and behavior;
7. identify resources, including Indian Education for All, to design multi-faceted lessons for all students;
8. utilize instructional methods and accommodations that can meet the needs of diverse learners;
9. embolden aptitude for building and sustaining a safe, efficient, and supportive learning environment;
10. construct a classroom management toolkit enlightening a philosophy of classroom management.

3. Recommended Texts

Evertson, C. & Emmer, E. (2017). *Classroom Management for Elementary Teachers* (10th ed.). Upper Saddle River, NJ: Pearson.

OR

Evertson, C. & Emmer, E. (2017). Classroom Management for Middle and High School Teachers. (10th ed.). Upper Saddle River, NJ: Pearson.

Note: All readings pertinent to this class as well as additional supplementary content will be available on this course's Moodle web page at http://umonline.umt.edu.

4. General Procedures

Academic Honesty: All students must practice academic honesty. Academic misconduct is subject to penalty by the course instructor and/or disciplinary sanction by the university. All students must be familiar with the Student Conduct Code. The code is available for review online at http://www.umt.edu/student-affairs/dean-of-students/default.php.

Person-First Language: When referring to persons with disabilities, it is most respectful to use "person-first language." This means we emphasize the person before the disability. For example, we would say, "A child with autism." We would not say, "An autistic child." If you have questions or need to review the criteria for person-first language, please refer to the online article at https://www.verywellfamily.com/focus-on-the-person-first-is-good-etiquette-2161897.

Support for Students with Disabilities: If you have a documented disability and need accommodations to reach your academic potential, please contact the instructor or the Office for Disability Equity at https://www.umt.edu/disability-services/. Please strive to do this at the beginning of the semester.

Class Courtesy and Optional Masking: As a courtesy to all course participants, masks are optional to be worn while you are in class. Please turn off or silence your cell phones during class. If you must make or take a call, please quietly leave class and do so in the hallway. Also, please refrain from reading or working on any other materials not related to course content during class. Lastly, you may bring a drink or snack to consume during class time, but please be sensitive to those around you and be responsible for keeping the classroom clean and tidy.

Grading and Work Submission Policies: I will provide you with timely and substantive feedback on each of the documents you submit for grading. Please note you are responsible for keeping a personal record of your grades as I do not post grades to Moodle. Also, when you submit work, please make sure it is universally designed for learning by submitting it as a Word or PDF document. Lastly, please avoid sending me a link to your google docs or other cloud account. Thank you for your attention to these classroom procedures.

5. Instructional Methods

This course will engage a variety of formats including small and large group collaborative activities as well as student-led lessons, discussions, and role plays. All course activities have been designed to engage all learners in the acquisition of course objectives.

6. Class Activities

Attendance and Participation: (10 classes x 4 points each = 40 total points) Points toward attendance and participation grades are based upon class attendance and participation as well as verbal and written contributions. It is expected that you will attend all class sessions and will have read the assigned material and completed any required assignments prior to each session. If you must miss a class, it is your responsibility to notify the instructor before the class you will miss. Please check our Moodle page and contact a peer for any work that you have missed. Whether or not your absence is excused is up to the instructor's discretion. Each unexcused absence as well as late assignments will result in the loss of points.

Please note that teacher candidates who miss more than three class sessions (excused or unexcused) during the ten-week course do not meet professional behavior expectations and will not qualify for a placement in the field component for Level III. Teacher candidates must also have a 'C-' or better in graded coursework at the end of the ten-week session in order to qualify for a field placement. I know you will do well.

Classroom Management Toolkit: (100 points) In order to practically engage the ideas we will learn in this class, we will develop a comprehensive classroom management toolkit for use in your future classroom. This toolkit will include carefully refined classroom rules and comprehensive procedures. It will also include resources for effective instruction as well as behavior and classroom management tools. A rubric for this toolkit is on pages six through eight of this syllabus.

The toolkit will be due by the beginning of our class in week ten of the semester after spring break. Although it is not required, you have the option to turn in selected components of the toolkit throughout the semester. The dates for turning in toolkit components are listed on the schedule of events. *In order to receive early credit for a selected toolkit component, you must turn it in by the beginning of the class for which it is listed on the schedule. You cannot resubmit a toolkit component for further credit once it has already been submitted.*

Theory Presentation: (25 points) For this activity, each course participant will work in groups of two participants in order to research and develop a presentation on a classroom management research-based theory or model. Please consider guiding the presentation according to these prompts:
-What are the five most important aspects of the theory's view on classroom management?
-How does the theory suggest teachers establish and maintain consistent classroom rules?
-How does the theory suggest teachers manage routine procedures and transitions?
-In what ways does the theory suggest teachers verbally and/or non-verbally motivate appropriate
 student behaviors?
-In what ways does the theory suggest teachers respond to inappropriate and significantly disruptive
 behaviors?

Fieldwork Application Activity: (45 points) In lieu of a final exam, you will complete a multi-component application activity during the weeks you spend in the field at the end of the semester. Further information will be given in class.

7. Summary of Points

Attendance and Participation	40 points
Theory Presentation	25 points
Classroom Management Toolkit	100 points
Fieldwork Application Activity	<u>45 points</u>
	210 total points

8. Grade Breakdown

94% and above	A	197-210 points	A
92-93%	A-	193-196	A-
89-91%	B+	186-192	B+
85-88%	B	178-185	B
82-84%	B-	172-177	B-
75-81%	C	158-171	C
65-74%	C-	136-157	C-
64% and below	No pass	135 and below	No pass

9. Dynamic Schedule of Events			
Week #	Dates	Activities we will engage during class.	Readings and assignments as well as optional toolkit components to turn in by listed dates.
Week 1	>Jan. 16th	=We will not meet for class in honor of Martin Luther King, Jr. Day.	
Week 2	>Jan. 23rd	=Post-it Symbols; TCB and philosophy; Syllabus; The kickball effect.	
Week 3	>Jan. 30th	=The Six Dimensions' Jigsaw; What dimension would you add? Behavioral Management Showcase.	☼ Option to turn in Introductory Script and Introductory Icebreaker Activity by the beginning of class on Monday, January 30th. **Please read for this week's class:** *The Six Dimensions of Classroom Management* available on Moodle.
Week 4	>Feb. 6th	=First day… what to do and say?; Classroom arrangements in our classroom.	☼ Option to turn in Philosophy of Classroom Management by the beginning of class on Monday, February 6th. **Please read for this week's class:** *Organizing your classroom and materials* available on Moodle.
Week 5	>Feb. 13th	=Establishing rules; Telling, modeling, practicing, reviewing, and reinforcing procedures; Procedural role plays.	☼ Option to turn in Classroom Map by the beginning of class on Monday, February 13th. **Please read for this week's class:** *Establishing classroom rules and procedures* available on Moodle.
Week 6	>Feb. 20th	=We will not meet for class in honor of President's Day.	
Week 7	>Feb. 27th	= Theory Presentation sign up; Engage learning stations; Process responses to appropriate, inappropriate and disruptive behaviors.	☼ Option to turn in List of Procedures by the beginning of class on Monday, February 27th. **Please read for this week's class:** Responding to behavior that disrupts the learning process available on Moodle.
Week 8	>March 6th	=All in the Family Budgeting; Workshop Theory Presentations.	☼ Option to turn in Responses to Appropriate as well as Inappropriate and Disruptive Behaviors by the beginning of class on Monday, March 6th. **Please read for this week's class:** Classroom Management Theory Materials.
Week 9	>March 13th	Classroom Management Theory Presentations	-Conduct Theory presentations.
Week 10	>March 20th	=We will not meet for class. Please enjoy spring break.	
Week 11	>March 27th	= Theory Round up; Fieldwork application rubric; Reflections.	☼ Please turn in your Classroom Management Toolkit by the beginning of class on Monday, March 27th.
Field-work	April 3 – May 5	The Fieldwork Application Activity will be due by Monday, May 8th, at 5:00pm.	

10. Classroom Management Toolkit Rubric

Dimension	Toolkit Component and Criteria for Completion	Points		
A. Physical Dimension of Management	1.**Classroom map** Please create a computer-generated or hand-drawn map of your optimal classroom arrangement. Please indicate the grade level for which your map is most appropriate. On your map please also include 1.) a whiteboard or projector screen; 2.) student desks or tables; 3.) a teacher's desk; 4.) a small group table; 5.) any rug or carpet areas for group meetings; 6.) a sink; 7.) shelves for frequently-used items; 8.) storage for less-frequently used items; 9.) student cubbies or mailboxes; 10.) any computer centers; 11.) any learning centers; 12.) a doorway and windows.	0-2	3-4	5-7
B. Psycho-social Dimension of Management	2. **First day of school introductory script** In one paragraph, please compose a script as to how you will introduce yourself when you are addressing your whole class for the very first time at the beginning of your first day in your future classroom.	0	1-2	3

	3. **Beginning of the school year informational letter for parents/guardians**
	
	    Please compose a letter in your own words that is two pages in length and free from spelling, punctuation, and grammatical errors that could be given to parents or guardians on or before the first day of school. A two-page letter could include one page for a cover letter followed by one page of supplementary information. Please consider also including a picture or a border to make the format of your letter all the more welcoming.
	    For the content of your letter as well as supplementary information, please consider including personal background information; learning goals for the year; information about any particular activities or field trips you will engage during the year; volunteer opportunities; your contact information including your availability; any information about particular rules or procedures you will instill in your classroom; a list of school supplies; an informational sheet for parents to provide information about their child, etc.
		0-3	4-6	7-10

C. Instructional Dimension of Management	4. **First day of school introductory icebreaker activity** In one to two paragraphs, please describe an introductory icebreaker activity you would like to use on the first day of school to build a positive community in your classroom. Make sure to provide a title for your icebreaker activity while indicating how your activity avoids "*the kickball effect*."	0-1	2-3	4-5

	5. **Indian Education for All (IEFA) Universal Design for Learning (UDL) Plans**
	
	    Please list the subject, grade level, title, and author for two lesson plans from the Office of Public Instruction's website for IEFA Curriculum Resources at… https://opi.mt.gov/Educators/Teaching-Learning/Indian-Education-for-All/Indian-Education-Classroom-Resources
	    Then describe how UDL) is reflected in the lesson plans in one to three total paragraphs by describing one example of how information is represented in multiple ways, one example of how students engage information in multiple ways, and one example of how students have multiple ways to express. Please refer to the website at https://udlguidelines.cast.org for more information on UDL.
		0-1	2-3	4-5

Dimension	Toolkit Component and Criteria for Completion	Points		
	6. List of first day activities Please consider a general plan for the first day of school by listing ten endeavors or activities you will engage on the first day of school. Please describe each activity in one to four sentences. In your list, please include *the time intervals* for each item in the order they will occur on the first day.	0-1	2-3	4-5
D. Behavioral Dimension of Management continued	**7. Philosophy of classroom management statement** Please compose your philosophy of classroom management in one to two paragraphs. As you write, please consider how you will engage each of the *six dimensions of classroom management* as listed on this rubric in the left-hand column.	0-1	2-3	4-5
	8. List of rules Please compose a list of three to eight rules that you envision you will use in your future classroom. Please state each of your rules in one phrase or sentence. Please also use *general* and *positive* language in your rules.	0-1	2-3	4-5

	9. Responses to appropriate as well as inappropriate and disruptive behaviors
	
	    Please state five different appropriate behaviors you might see students using in the classroom. For each behavior you list, please provide a different response as to how you will reinforce the appropriate behavior. Of these five responses, please use at least two *verbal* and two *non-verbal* responses.
	    Then please state three different *inappropriate* behaviors as well as two *significantly disruptive* behaviors you might see students using in the classroom. For each behavior you list, please provide a different response you could employ to respond with positive confidence while stopping and redirecting the behavior. Of these five responses, please use at least one *student-centered,* one *democratic*, and one *instructor-centered* response as listed in the behavioral management learning module on Moodle.
		0-3	4-6	7-10

E. Procedural Dimension of Management	**10. List of procedures** Please describe ten procedures for your future classroom. Please state the name of each procedure in one phrase. Then please describe how that procedure will look in your classroom in one to three sentences of description. ***Do not include your transition procedures in this list as specified in item number eleven below.***	0-3	4-6	7-10
	11. List of transitions Please describe five transition routines you will use in your future classroom. Please state the name for each transition in one phrase. Then please describe how that transition will look in your future classroom in one to three sentences of description for each transition. Please include a transition routine for the following: 1-what students will do as they arrive to your class in the morning; 2-what students will do before they leave at the end of the school day; 3-what students will do when they line up in your classroom; and 4-what students will do if they finish in-class work before other students. 5- Finally, please compose one more transition routine of your choice.	0-1	2-3	4-5

Dimension	Toolkit Component and Criteria for Completion	Points		
	12. **Two lesson plans for teaching two different procedures** Please write one paragraph for each of your two procedural lesson plans. In each paragraph please specifically describe how you will *tell*, *model*, *practice*, *review*, and *reinforce* each procedure.	0-3	4-6	7-10
F. Organizational Dimension of Management	13. Please compose a toolkit that is free from spelling, punctuation as well as grammatical errors (one point will be deducted from your final score for every three spelling, punctuation, grammatical, and structural errors).	0-1	2-3	4-5
	14. Please prepare and turn in your completed classroom management toolkit by the beginning of class in week ten. You may compose your toolkit as a set of documents and turn them into Moodle as PDF or Word documents at the beginning of class in week ten or you may also email these documents to Scott as attachments or you may email your toolkit as an attached Power Point Presentation or Prezi by the beginning of class in week eleven after spring break.	15 points (Minus three points for each day your toolkit is late.)		
Total		100 points		

10. Conceptual Framework for the University Professional Education Programs
Please continue to practice and share in the vision of the Phyllis J. Washington's College of Education and Human Sciences' conceptual framework according to the following three tenets:
-Integration of Ideas;
-Cooperative Endeavors;
-Respect for Diversity and Individual Worth.

11. Montana Professional Educator Preparation Program Standards
This course aligns with the following indicators related to standard 10.58.304 CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS:
(e) Candidates for other professional school roles have an adequate understanding of the professional knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities, use current research to inform their practices, use technology in their practices, and support student learning through their professional services.
(g) Teacher candidates focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experiences.
(h) Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work, the diversity of students, families, and communities, and the policy contexts within which they work.

12. Statement on Diversity, Equity, and Inclusion
The University of Montana seeks to enhance diversity by recognizing and embracing the differences in age, ideas and perspectives, disabilities, creed, ethnicity, gender identity, gender expression, veteran status, national origin, race, religious and spiritual beliefs, sex, sexual orientation, and the socioeconomic and geographic composition of its faculty, administrative professionals, staff, and students.

13. Interstate Assessment and Support Consortium (InTASC) Standards

This course and corresponding activities align with the following InTASC standards and indicators.

InTASC Standard	InTASC Standard Indicators	Related Course Activities
Standard 3: Learning Environments	3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	In EDU 340, pre-service teachers craft a comprehensive Classroom Management Toolkit comprised of twelve different components, including lists of rules and procedures, team-building activities to engage their class with safe and healthy communication, letters to parents and guardians to welcome and orient students and families to the new school year.
Standard 3: Learning Environments	3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.	As a part of the classroom management toolkit, pre-service teachers describe how they will formulate rules and procedures while also describing three to eight rules in addition to ten general procedures and five transition procedures for their future classroom, including routines for communication, conflict resolution, behavioral management, and self-regulation.
Standard 3: Learning Environments	3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	As a part of the classroom management toolkit, pre-service teachers describe how they will formulate rules and procedures while also describing three to eight rules in addition to ten general procedures and five transition procedures for their future classroom, including routines for communication, conflict resolution, behavioral management, and self-regulation.
Standard 3: Learning Environments	3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.	In EDU 340, pre-service teachers craft a comprehensive Classroom Management Toolkit comprised of twelve different components, including lists of rules and procedures, team-building activities, and letters to parents and guardians.
Standard 3: Learning Environments	3(q) The teacher seeks to foster respectful communication among all members of the learning community.	In EDU 340, pre-service teachers craft a comprehensive Classroom Management Toolkit comprised of twelve different components, including lists of rules and procedures, team-building activities, and letters to parents and guardians to welcome and orient students and families to the new school year.