

MEMORANDUM

TO: University Senate Council
FROM: Deborah Slaton
Associate Dean for Research and Graduate Studies
TOPICS: Requests for New Courses and Distance Learning Approval
DATE: November 25, 2009

The faculty of the College of Education approves and is requesting Graduate Council consideration of the following:

Request for New Course: EDC 636 Multicultural in Secondary Education (Distance Learning Approval form attached)

Request for New Course: EDC 637 Classroom Management in Secondary Education

Request for New Course: EDC 638 Technology in Secondary Education (Distance Learning Approval form attached)

Request for New Course: EDC 733 Leadership in Advanced Instructional Practice (Distance Learning Approval form attached)

Attachments

REQUEST FOR NEW COURSE

1. General Information.

a. Submitted by the College of: Education

Today's Date: 10/08/09

b. Department/Division: Curriculum & Instruction

c. Contact person name: Dr. Rosetta Sandidge

Email: sandidg@pop.uky.edu

Phone: 257-8847

d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

a. Prefix and Number: EDC637

b. Full Title: Classroom Management in Secondary Education

c. Transcript Title (if full title is more than 40 characters): same

d. To be Cross-Listed² with (Prefix and Number): _____

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

800 Lecture _____ Laboratory¹ _____ Recitation _____ Discussion _____ Indep. Study

_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency

_____ Seminar _____ Studio _____ Other – Please explain: _____

f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail

g. Number of credits: 1

h. Is this course repeatable for additional credit? YES NO

If YES: Maximum number of credit hours: _____

If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Course Description for Bulletin: The Classroom Management component course is designed to prepare future teachers to effectively manage aspects of their instruction, interactions with students, and student behavior in the secondary classroom. Causes of and solutions to disruptive and noncompliant behavior and classroom management problems that are within the control of the classroom teacher will be examined.

j. Prerequisites, if any: Admission to the M.A. Education (Secondary Education with Initial Certification)

k. Will this course also be offered through Distance Learning? YES⁴ NO

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. Will this course be taught off campus? YES NO

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

REQUEST FOR NEW COURSE

4. Frequency of Course Offering.

- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO
- If NO, explain: _____

5. Are facilities and personnel necessary for the proposed new course available? YES NO
- If NO, explain: _____

6. What enrollment (per section per semester) may reasonably be expected? 25

7. Anticipated Student Demand.

- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO
- If YES, explain: _____

8. Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

- a. Is this course part of a proposed new program? YES NO
- If YES, name the proposed new program: _____
- b. Will this course be a new requirement⁵ for ANY program? YES NO
- If YES⁵, list affected programs: M.A. Education (Secondary Education with Initial Certification)

10. Information to be Placed on Syllabus.

- a. Is the course 400G or 500? YES NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

Mary C. Shaker 10/19/09

⁵ In order to change a program, a program change form must also be submitted.

REQUEST FOR NEW COURSE

Signature Routing Log

General Information:

Course Prefix and Number: EDC637

Proposal Contact Person Name: Dr. Rosetta Sandidge Phone: 257-8847 Email: sandidg@pop.uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Curriculum & Instruction	10/19/09	Mary Shake 7-0767 mshake1@uky.edu	<i>Mary Shake</i>
Courses & Curricula	11/2/09	Jeff Reese 7-4909 jeff.reese@uky.edu	<i>Jeff Reese</i>
College of Education	11/10/09	Deborah Slaton 7-9795 deborah.slaton@uky.edu	<i>Deborah Slaton</i>
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External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

General Course Information

Classroom Management in Secondary Education

College of Education, Department of Curriculum & Instruction

EDC 637 – One Credit Hour – Section No. TBA

Scheduled Meeting Times: This course is scheduled in the annual rotation plan of the Master's in Education (Secondary Education with Initial Certification) by the Program Coordinator

Instructor Contact Information

Dr. Margaret Rintamaa

(No Graduate Assistant is Assigned to this course)

Preferred Method of Contact: e-mail

Office Phone: 859-257-2858

Office Address: 120 Quinton Ct. Suite 100

Email Address: Margaret.Rintamaa@uky.edu

Office Hours: By prior appointment

Course Description

Overview: The Classroom Management component course is designed to prepare future teachers to effectively manage aspects of their instruction, interactions with students, and student behavior in the secondary classroom. Causes of and solutions to disruptive and noncompliant behavior and classroom management problems that are within the control of the classroom teacher will be examined.

The course content is designed around two approaches: (1) identifying effective management strategies and applying them to a variety of situations and (2) identifying prevalent behavior problems and exploring specific solutions to them. In both cases, alternatives are considered in the light of relevant theory, law, research, and experience. This course addresses Kentucky's New Teacher Standard II as well as selected performance criteria associated with New Teacher Standards I, III, V, and VI.

Student Learning Outcomes:

- A. Students will have a working knowledge of the Kentucky New Teacher Standards as related to classroom management and discipline issues in the secondary classroom.
- B. Students will demonstrate their knowledge of the relationship between appropriate classroom management practices (e.g., space, time, questioning strategies) and student discipline in the classroom.
- C. Students will demonstrate various management strategies for special populations and instructional situations (e.g., students with ADD/ADHD, diverse student populations, learning centers/laboratories, cooperative learning).
- D. Students will be able to compare, contrast, and apply various discipline/management models.
- E. Students will demonstrate knowledge of laws and regulations related to classroom management and discipline.

Course Goals/Objectives:

The general goal of the classroom management component course is to strengthen teachers' understanding of the relationship among classroom environment, classroom behavior, and learning. Specifically, teachers will explore various discipline and management models and their relationship to degrees of teacher and student

control. In keeping with the college's theme of *Research and Reflection for Learning and Leading*, particular attention is given to translating relevant research and theory into classroom practice and to reflecting upon and understanding how a teacher's behavior and/or instructional strategies, styles, and techniques affect student behavior and learning.

Required Materials:

Materials for this course come from a series of readings.

Battalio, R. (2005, Fall). Setting the stage for a diverse audience. *Kappa Delta Pi Record*, 42(1), pp. 24-27. Available online through WilsonWeb.

Burden, P.R. (1995). Classroom Management and discipline: Methods to facilitate cooperation and instruction. White Plains, NY: Longman Publishers. Available through the electronic reserves at the library under EDC 777 Rintamaa.

Feldman, S. (2003, May). Are you using your time wisely? Issues affecting the classroom teacher. *Teaching K-8*, p. 6. Available online through ebscohost.

Sahin, A. (2007). Teachers' classroom questions. *School Science and Mathematics*, 107(1), pp. 369-370. Available online through WilsonWeb.

Weinstein, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally responsive classroom management: Awareness into action. *Theory into Practice*, 42(4), pp. 269-276. Available online through ebscohost.

Weinstein, C. S., Tomlinson-Clarke, S., & Curran, M. (2004). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education*, 55(1), pp. 25-38. Available at <http://jte.sagepub.com/cgi/reprint/55/1/25>

Zirkel, P. A. (2001/2002). Decisions that have shaped U.S. education. *Educational Leadership*, 59(4), pp. 6-12. Available online through ebscohost.

PowerPoint presentation that will be distributed in class and any other handouts that may be provided.

Outline of the Content:

- I. Diverse Audiences
- II. Classroom management, discipline, and methods
- III. Time Management
- IV. Identifying, describing, and evaluating classroom questioning
- V. Culturally responsive classroom management
- VI. Court decisions that have influenced education in the United States
- VII. Organization and management practices that facilitate the teaching/learning process

Summary description of the components that contribute to the determination of course grade:

	<u>Points</u>	<u>Weight</u>
There are two assignments:		
Classroom Management Observation Report	100	50 percent
Personal Classroom Management Plan	<u>100</u>	<u>50 percent</u>
Total Maximum	200	100

Note: Explanations of the assignments and respective respective rubrics are attached

The two major classroom management assignments throughout the semester: a classroom observational report and a classroom management plan.

Assignment #1: Observational Report

The observational report will focus on classroom management practices and strategies used by a teacher in your cohort school. Instructions for the preparation of the report are included in the following sections. The scoring rubric will be co-constructed with students. Retain these instructions and scoring rubric for use when preparing your report. (New Teacher Standards II, III, V)

Assignment #2: Personal Classroom Management Plan

The second assignment will consist of a personal classroom management plan. Instructions and a scoring rubric for the classroom management plan are included at the end of this syllabus. (New Teacher Standards I, II, III, V, VI)

Tentative course schedule that clarifies topics, numerical grading schale and examination dates:

The course schedule for this course is determined by the program coordinator of the cohort-based M.A. in Education each year on a rotational plan. Number of sessions, length of sessions, and dates and times change each year. The only constant is the 800 minutes of instruction. There are no examinations in this course.

Final Examination Information: This course does not have a final examination.

Numerical grading scale and relationship to letter grades for Undergraduate Students: This course has a graduate admission pre-requisite and has no undergraduate students

Numerical grading scale and relationship to letter grades for graduate students. Students must receive 90 out of 100 on each assignments to receive an A for the respective assignment. They must receive 75-89 points to receive a B on the respective assignment. For the course, students must earn a total of 180 points to receive an A and 150 to 179 points to receive a B.

Relative Value Given to Each Activity: The two assessment assignments each carry 100 possible points and represent 50% of the course grade.

Mid-Term Evaluation: No mid-term examination is required in a graduate course.

Disability Accommodation:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during a scheduled appointment. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

Attendance: Professional teachers in our public schools show up for work every day. I expect you as a student in a teacher preparation program to do the same. As a short duration 1 credit course, attendance is absolutely necessary unless you have a documented medical emergency.

Excused absences. Absences can be excused for documented illness and professional duties when negotiated in advance.

Make-Up Opportunities: The two assignments must be submitted in time for grade determination. Missed session make-up requires individual negotiation with the instructor. Make an appointment for that negotiation. Some absences for professional reasons should be negotiated prior to the absence. In terms of H1N1, students will be expected to balance judiciously their academic responsibility (to be fully engaged in their classes) and their social responsibility (to isolate themselves during periods of sickness, especially when they have flu-like symptoms). In return, students can expect their instructors to demonstrate reasonable flexibility in the enforcement of their written policies on class attendance and excused absences.”

Verification of Absences: Absences for medical reasons need to be documented by a health professional such as those found in UK Student Health.

Submission of assignments: Assignments should be submitted directly to your instructor at the end the class session on which the assignment is due. Late assignments are subject to a 5 point penalty and should be submitted through the instructor’s mailbox in 355 TEB.

Academic Integrity, Cheating & Plagiarism: Cheating and plagiarism are serious university, academic, and professional offenses. The consequences of cheating or plagiarism include, at the minimum, that the student will fail this course. Further university penalties may be assessed depending on the circumstances of the case. See the student rights and responsibilities section of the UK Bulletin for details.

Classroom behavior, decorum and civility: Classroom discourse should mirror the professional discourse of public school teachers. They speak calmly and constructively in collaborations. And, of course, they exercise professional civility at all times.

Professional preparations. You must prepare for educational work professionally. Remember that teachers, administrators, IEP committees, colleagues, parents, and students will be observing your behavior and your instructional materials.

Group Work & student collaboration: Educational work, of course, is conducted in public spaces by a variety of professionals. This class will requires group work and collaboration with your peers. Your assignments, however, are individual submissions unless approved by your instructor.

Ethics Statement: Remember the Code of Ethics that signed in the admission process to the M.A. in Education (Secondary Education with Initial Certification). That should guide you in all work at UK and in field placements. All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting graduate students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure in your courses and/or expulsion from the MIC program, determined on a case-by-case basis by the respective program faculty. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult your advisor or cohort leader if you have questions regarding this requirement. Review your student rights and responsibilities in the UK Bulletin.

Field Experience: The schools count on you to behave professionally. If an emergency prevents or delays your attendance at school, you must notify the school and your UK instructor. Absences are to be made up before the end of the semester. Failure to make up absences will result in an incomplete for the course.

Legal Action: Student teachers charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or student teaching until the case is settled. Student teachers must assume responsibility for reporting such charges to the Director of Field Experiences.

Assessment/Assignments Documents

Observational Report on Organizational/Management Practices and Questioning Strategies

Teachers, the classroom environment, and school climate have an impact on student behavior and student achievement. Teachers implement a variety of organizational and management practices to facilitate the teaching/learning process in their classrooms. Through observation, you are to identify and describe the various organizational/management techniques and questioning strategies utilized by the teacher in the classroom in which you have been placed for practicum. **Your report should include recommendations that would improve classroom organization and management and questioning strategies, thereby improving the teaching/learning process.** Begin your report with a brief description of your practicum placement (i.e., name of teacher and school, and description of the school, grade level, student population, and content or activity covered during the observation periods). Your report should be word processed, double spaced, and should not exceed four to six (4-6) pages, excluding attachments. You should address the following issues in narrative form.

Procedures and Rules

1. Identify the procedures the teacher has established to manage non-instructional activities (e.g., attendance, distribution of materials, collection and distribution of students' work, etc.)?
 - a. What is considered appropriate and inappropriate student behavior in this classroom (e.g., are call-outs allowed, must students raise their hands and be called on to answer, do students need permission to leave the room or to sharpen pencils)?
 - b. How does the teacher monitor both student behavior and academic progress?
 - c. What kind of procedures has the teacher established to hold students accountable for academic tasks?
 1. Does the teacher check/grade class work and/or homework?
 2. Are there standards for neatness and completeness?
 3. How does the teacher manage make-up work?
2. Identify the rules established for this classroom.
 - a. Who determined the rules in this classroom--the teacher or the students? (You may have to ask the teacher if he/she decided on the classroom rules and if the rules were clearly communicated to students. How?)
 - b. What happens if students do not follow the established rules and/or procedures?
 - c. Are rules ever added or changed in this classroom? By whom? Why?
3. Make an evaluative statement about the procedures and rules in this classroom. **What suggestions would you make relative to procedures and rules in this classroom?**

Time

1. Observe the first 30 minutes of the class period. Tally and comment on the number, type, and approximate time for: (Attach tally sheet to report)
 - a. outside interruptions (e.g., intercom, another teacher, student delivering notes)
 - b. student interruptions (e.g., misbehavior, asking for clarification of assignment, telling non-related information)
 - c. teacher off task (e.g., not having materials ready, giving non-related information)
 - d. managerial tasks (e.g., taking up permission slips, cleaning up room, making announcements, passing out or taking up materials, movement between the classroom and other locations)
 - e. transitions (e.g., students waiting for assignments or instructions)
 - f. other
2. Write a critique of your observation on time management.

- a. Provide a general description of the way time is used in this classroom.
- b. Identify particular strategies that contribute to the efficient use of time.
- c. Identify practices that waste time.
- d. **Make suggestions for correcting these inefficient practices.**
- e. **Discuss additional ideas you have for utilizing time efficiently in your future classroom.**

Space

1. Make a rough sketch of classroom arrangement. (Attach sketch to report)
2. Write a critique of your observation of classroom space, giving attention to the following questions:
 - a. How is classroom space utilized?
 - b. How and where are the teacher's and students' materials stored? Are storage spaces labeled?
 - c. Are there designated areas for whole group work, small group work, reading corners, quiet areas, etc.?
 - d. How are the elements of visibility, accessibility, and distractibility taken into consideration in the classroom arrangement?
 - e. Why has the teacher arranged the classroom in this way?
3. **Make an evaluative statement about the use of space in this classroom.**

Questioning Strategies

You are to identify, describe, and evaluate the questioning strategies utilized by the classroom teacher during lessons conducted in the classroom in which you have been placed for your practicum experience. **Be sure to analyze the questioning strategies that you observed and make recommendations for improving the use of questions.**

1. Observe 20 minutes of instruction when the teacher is conducting a large-group lesson. How many questions were asked during the twenty-minute period? Prepare a tally sheet to document number of questions asked during the observation period.
2. What happens when the teacher poses a question? (e.g., Is there a turn-taking routine in the classroom, or do all students seem to talk at once? Do some students tend to repeatedly raise their hands, while others never volunteer? Does the teacher often answer her/his own questions? Does the teacher tend to spontaneously rephrase questions without giving students a chance to respond?)
3. Who is called on? (e.g., Do all students appear to have an equal opportunity to take part in the discussion? Do some students tend to get called on more frequently than others? If so, are those more frequently called on the higher ability students in the classroom? A particular race? A particular gender? Are those more frequently called on located in a particular part of the classroom, i.e., the front of the room, the back of the room?)
4. Does the teacher wait three to five seconds after a question is posed? Does the teacher rephrase the question? Call on someone else? Answer the question? Does the teacher wait three to five seconds after a student response has been made before offering evaluative feedback or calling on another student? Does the amount of wait time a teacher allows tend to vary as a function of student ability levels, race, or gender? If so, who tends to benefit from longer wait time?
5. How does the teacher react to student responses? (e.g., Does the teacher react differently to students of different genders, races, or ability levels? Does the teacher tend to "stay with" some students more than others in helping them generate a correct response? Does the teacher probe to encourage critical thinking? Does the teacher deal with incorrect responses by telling students the correct response, offering hints, criticizing the students, or calling on another student?)

6. What types of questions does the teacher ask? (e.g., Does the teacher ask a variety of both narrow and broad questions that involve several cognitive processes such as recall, comprehension, analysis, synthesis, etc.? Is the cognitive level of questions differentiated by race, gender, or content area?)
7. **Write recommendations to improve this teacher's questioning strategies.**
8. **Write a brief analysis of your own questioning strategies, noting the areas where you need to improve.**

Your report should address any additional issues you feel are important, such as whether the teacher asked questions primarily from a manual or textbook guide, whether the teacher seemed to approach questioning from an inquiry or inquisition framework, etc. Reports will vary depending upon the classroom and the lesson observed. **The scoring rubric will be co-constructed with class, and placed on Blackboard for your reference.**

Guidelines and Scoring Rubric for Classroom Management and Discipline Plan

The classroom management and discipline plan that you design should be comprehensive in nature and should reflect your personal beliefs about the teaching/learning process, your teaching style, your beliefs about adolescent development, and your beliefs about classroom management and discipline. Your classroom management/discipline plan should include components designed to prevent as well as correct discipline problems. Please take into consideration such issues as room arrangement, time management and scheduling, cooperative learning, and class rules and procedures.

Refer to the Teacher Behavior Continuum discussed in class. The classroom management and discipline plan that you develop should be theory-based and should reflect one of the three schools of thought on the continuum or some combination thereof. Once you identify which theory (or theories) upon which to base your model, you will describe how you will put your principles of classroom management and discipline into practice. Your plan should include an explicit set of guidelines and accurate, predictable explanations for a wide range of student behaviors and interactions. Your plan should also be easy to implement.

Remember the key to any effective management and discipline system is consistency. You will want to create an environment that is warm and friendly and one in which students feel comfortable and are not afraid to take educational risks.

Your management and discipline plan should be word processed and double-spaced. Be sure to use appropriate grammar, punctuation, and correct spelling. The paper should contain the following three sections:

- (1) Identify and describe your plan as specifically as possible. Specify the rules, routines, preventive measures, and corrective techniques that you will implement. Examples, such as lists of routines that you would establish, rules you would enforce, or scenarios indicating how you would deal with specific situations, should also be included as needed.
- (2) Examine the plan you have just described. Explain your beliefs about high school students, management and discipline, and learning that are exemplified in this plan.
- (3) Include a description of the school of thought or "face of discipline" (e.g., confronting/contracting) and specific models (e.g., Dreikurs's Social Discipline Model and Gordon's Teacher Effectiveness Training Model) from which your plan draws. Identify specific components of your personal plan that you have borrowed or adapted from the various models.

**Criteria for Grading
Classroom Management and Discipline Plan
(100 points possible)**

Your plan will receive an A if it has the following characteristics:

- plan demonstrates thorough knowledge of concepts, theories, and practices related to classroom management and discipline;
- plan includes accurate, appropriate, and in-depth application of school of thought (or face of discipline) and the discipline models described by Wolfgang and others;
- plan explains clearly and specifically the preventive and corrective management and discipline strategies you will use in your classroom;
- plan reflects thorough knowledge of adolescent development and learning as related to management and discipline issues in the classroom;
- plan is clearly written and could be used and easily understood by another teacher.

Your plan will receive a B if it has the following characteristics:

- plan demonstrates general knowledge of concepts, theories, and practices related to classroom management and discipline;
- plan includes accurate but general application of school of thought (or face of discipline) and the discipline models described by Wolfgang and others;
- plan explains but provides few examples of preventive and corrective management and discipline strategies you will use in your classroom;
- plan reflects general knowledge of adolescent development and learning as related to management and discipline issues in the classroom;
- plan is somewhat vague and may be confusing to the reader.