

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** MAT 525A
2. **Course title:** Classroom Management and Supportive Environments for Multiple Subjects
3. **Abbreviated title for class schedule** (30 characters or less): **Classroom Management**
4. **Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))

5. **Catalog description:**

This class is more than a set of strategies or practices, it is a pedagogical approach that guides the classroom management decisions that teachers make to create environments which support individual and collaborative learning and encourage positive social interactions in face-to-face and virtual environments, active engagement in learning, and self-motivation. Students examine relationships among schools, parents, and communities and explore interactions, classroom organizations, and management approaches that help pre-service teachers understand how to establish classroom climates which support learning in a culturally responsive way. Explores how elementary aged learners grow and develop across varying differences including social, emotional and physical, and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences for the multiple subjects classroom.

Graded (A-F) only

6. **Prerequisites (to add each additional prerequisite, start a new line):**

A. (course prefix, (space) and number) or or or or

B. (course prefix, (space) and number) or or or or

C. (course prefix, (space) and number) or or or or

7. **Co-requisites (including labs, if any):**

A. (course prefix, (space) and number) or or or or

8. **Major/Class restrictions:** Please indicate any class or major restrictions: MAT

9. **Is course repeatable?** Yes No X **If Yes, list maximum credits:**

10. Labs requirements: If course includes a lab: # of hours lecture: ; # of hours lab:

11. Fees: List any course fees:

12. Grade Mode: Graded only: X Pass/No Pass only: Option:

13. CIP Code: Six-digit CIP code (check with your Division Director):

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? If yes, list Strand(s)

B. Honors?

15. Cross-listing: List any cross-listing: and and and and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course?

The A/B designation is needed in order to reflect differences in the theory and practice of effective classroom management at the elementary and middle/high school levels. MAT 525A focuses on developmentally appropriate practices for elementary aged students.

B. **Alignment:**

1. How does this course align with the unit's mission plan? See above

2. How does the course fit into the rest of the unit's curriculum? See above

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 20-25; Year 2 20-25; Year 3 20-25

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

a. Who will teach the course? SOE Faculty

b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. NA

c. If additional faculty members are needed, how will that need be met? NA

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. NA

3. *Other:*

a. Are Hannon Library resources sufficient to meet the needs of this course? Yes

b. Are any other resources needed to support this course? No

If so, please explain how they will be obtained.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? NA

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

A. Course description (same as Catalog description, above)

B. Learning objectives of the course

C. Required texts

D. Course format

E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Southern Oregon University
MAT 525A: Classroom Management and Supportive Environments for Multiple Subjects

Required Text:

Spencer, Kagan (2004). *Win-Win Discipline*. Kagan Publishing ISBN-978-1-879097-81-0

Additional readings and materials will be provided on Moodle.

Course Description:

This class is more than a set of strategies or practices, it is a pedagogical approach that guides the classroom management decisions that teachers make to create environments which support individual and collaborative learning and encourage positive social interactions in face-to-face and virtual environments, active engagement in learning, and self-motivation. Students examine relationships among schools, parents, and communities and explore interactions, classroom organizations, and management approaches that help pre-service teachers understand how to establish classroom climates which support learning in a culturally responsive way. Explores how elementary aged learners grow and develop across varying differences including social, emotional and physical, and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences for the multiple subjects classroom.

Course Goals:

InTASC Standards

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Oregon Department of Education English Language Learner (ELL) Standards

Standard #2: Culture

Candidates know and understand the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ELL students' cultural identities, language and literacy development, and content area achievement.

Course Organization

The course is organized into three parts, addressing the following interrelated themes:

- Building classroom community
- Organizing instruction to maximize learning and minimize behavior problems
- Managing classrooms to maximize learning and increase student self-motivation and self-management

Course Objectives

This course is designed to help you to:

1. Develop an understanding and experience of classroom as community, and articulate a working definition of classroom community that you can apply in your own teaching
2. Design a classroom environment that reflects your educational philosophy, and that is safe, comfortable, and appropriate for all students (e.g. classroom layout, communication norms, organization of materials, décor and furnishings)
3. Learn creative and engaging ways to establish classroom rules, routines, and procedures;
4. Design instruction that supports student learning and motivation by enacting proactive classroom management
5. Articulate a working knowledge of various behavioral theories as they apply to groups of students in a variety of educational settings
6. Understand specific teacher behaviors, dispositions, and interactions that contribute to effective, proactive, positive classrooms and student learning
7. Identify techniques for helping students resolve conflicts and develop social skills
8. Understand the importance of working collaboratively with other educators, parents, and students to support the cognitive, social, emotional, and behavioral growth of all students;
9. Articulate a personal philosophy of classroom-management and a classroom management plan to use in your first year of teaching. These should reflect your personal philosophy of education, and draw on research, theory, fieldwork and life experiences.

Course Requirements and Grading

You are expected to arrive on time, and to attend every class session. If you must miss a class due to emergency or serious illness, please make every effort to notify me in advance of class. Coming late to class, leaving early, or missing a class for any reason *will* result in a reduction of your overall course grade.

Both your written work and your class participation should demonstrate professionalism. Written assignments should be of graduate-level quality and to follow APA format requirements. Please proofread all work before submitting it. Assignments that have not been carefully proof-read, or that are turned in late without prior arrangement, are not eligible to receive full credit. You are a graduate student and a future teacher. Your work must be grammatically impeccable and without errors.

The following chart illustrates the percentage that each course component contributes to the final grade.

| Assignment | Points |
|---|------------|
| Attendance, punctuality, and participation | 50 |
| Weekly Pause & Consider/Evidence of Reading | 45 |
| Weekly Discussion Forums | 40 |
| Reflection/Response | 45 |
| Practicum | 40 |
| edTPA Embedded Assessment | 10 |
| Discussion Leader | 30 |
| Community Building Activity | 10 |
| Classroom-Management Philosophy | 100 |
| Total | 370 |

Grades

95-100 = A 90-94 = A- 87-89 = B+ 83-86 = B 80-82 = B-
 (A grade of B- or better is necessary to meet graduate-level requirements.)

Description of major course components:

Attendance, punctuality, participation. This includes attending each class session, being on time and prepared, and have all reading assignments completed to actively participate in whole-class and small-group discussions and activities.

Community-building activities (CBAs). Student's will conduct one 10-minute CBA. This may be an 'ice breaker' for use at the beginning of a school year, or an activity to use during the school year as part of your ongoing community-building. Please turn in a completed CBA template to me. I will provide everyone with the manual for *Teaching Restorative Practices with Classroom Circles*.

Discussion Leader. Teach parts of the class and/or lead discussions. Each of you should be prepared to do at least one semi-formal presentations on the topic(s) of the day or parts thereof. You can do this alone or with a partner. You should try to dig a little deeper into that topic, present your findings to the class, and present some discussion questions based on the readings for the whole class and the additional research that you present. This allows everyone to learn from each other, and I am excited to learn from each of you!

Pause & Consider and Reflection/Responses Papers You are expected to read and take notes on each chapter of the Win-Win Discipline text as well as Moodle readings that highlight your key understandings. Every week, you will respond to the Pause & Consider link and submit a reflection response on Moodle.

Classroom-management philosophy and classroom-management plan. This paper is a working document that you will continue to revise throughout your teaching career. It will also become part of your professional portfolio. Your classroom-management philosophy and plan should concretely illustrate your understanding of proactive classroom management and your vision of a positive learning environment. It will be a synthesis of your mission and understandings from class readings, activities and discussions. It must be formatted and cited according to APA style and standards. Further information will be provided in class and via Moodle.

Course Calendar

This is an anticipated schedule. The professor retains the right and responsibility to revise the syllabus based on class needs because that is what good teachers do!

| Class/Week # | Date | Topics | Assignment Due Today | Readings Due Today |
|--|------------|---|---|--|
| 1 Introduction | January 10 | <i>Get Students Ready for Learning</i> | Pause & Consider Response/Reflection Discussion forum | <i>Win-Win Discipline</i> Chap. 1-2 And Moodle Readings |
| 2 | January 17 | <i>Proactive Classroom Management</i> | Pause & Consider Response/Reflection Discussion forum | <i>Win-Win Discipline</i> Chap. 3-4 And Moodle Readings |
| SATURDAY CLASS JAN. 20th | | | | |
| 3 | January 24 | <i>Building a Classroom Community & Creating Peer Relationships</i> | Pause & Consider Response/Reflection Discussion forum | <i>Win-Win Discipline</i> Chap. 5-6 And Moodle Readings |

| | | | | |
|--|--------------------|--|--|---|
| 4 | January 31 | <i>Fostering Positive Relationships & Developing Standards for Classroom Behaviors</i> | Pause & Consider Response/Reflection Discussion forum | <i>Win-Win Discipline</i> Chap. 7-8 And Moodle Readings |
| 5 | February 7 | <i>Managing Groups & Enhancing Student Motivation</i> | Pause & Consider Response/Reflection Discussion forum | <i>Win-Win Discipline</i> Chap. 9-10 And Moodle Readings |
| 6 | February 14 | Practicum Hours – No Class Meeting – Online Week | Pause & Consider Response/Reflection Discussion forum *Practicum *Assignment & edTPA | <i>Win-Win Discipline</i> Chap. 11-12 And Moodle Readings |
| SATURDAY CLASS – Feb. 17th TBD | | | | |
| 7 | February 21 | Practicum Hours – No Class Meeting – Online Week | Pause & Consider Response/Reflection Discussion forum | <i>Win-Win Discipline</i> Chap. 13-14 And Moodle Readings |
| 8 | February 28 | <i>Proactive Behavior Interventions & Instructing Classes</i> | Pause & Consider Response/Reflection Discussion forum | <i>Win-Win Discipline</i> Chap. 15-16 |
| 9 | March 7 | <i>Managing Problem Behaviors & Working with Parents</i> | Pause & Consider Response/Reflection | <i>Win-Win Discipline</i> Chap. 17-18 & Moodle Readings |
| 10 | March 14 | <i>Students with Emotional Problems & Developing Individual Behavior Plans</i> | N/A | <i>Win-Win Discipline</i> Chap. 19-20 & Moodle Readings |
| STURDAY CLASS – MARCH 23 MEETING | | | | |
| Finals Week | March 19-23 | TBD | | N/A |

SOU Cares: SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or

confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct: Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited". Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another. Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct:

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Statement on Title IX and Mandatory Reporting: Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please contact any of SOU's confidential advisors (<http://www.sou.edu/ssi/confidential-advisors.html>), or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources: To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at (541)552-6213 to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at www.sou.edu/dr for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible so that you have the best possible access.

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** MAT 525B
2. **Course title:** Classroom Management and Supportive Environments for Single Subjects
3. **Abbreviated title for class schedule** (30 characters or less): **Classroom Management**
4. **Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))

5. **Catalog description:**

This class is more than a set of strategies or practices, it is a pedagogical approach that guides the classroom management decisions that teachers make to create environments which support individual and collaborative learning and encourage positive social interactions in face-to-face and virtual environments, active engagement in learning, and self-motivation. Students examine relationships among schools, parents, and communities and explore interactions, classroom organizations, and management approaches that help pre-service teachers understand how to establish classroom climates which support learning in a culturally responsive way. Explores how adolescent aged learners grow and develop across varying differences including social, emotional and physical, and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences for the single subjects classroom.

Graded (A-F) only

6. **Prerequisites (to add each additional prerequisite, start a new line):**

A. (course prefix, (space) and number) or or or or

B. (course prefix, (space) and number) or or or or

C. (course prefix, (space) and number) or or or or

7. **Co-requisites (including labs, if any):**

A. (course prefix, (space) and number) or or or or

8. **Major/Class restrictions:** Please indicate any class or major restrictions: MAT

9. **Is course repeatable?** Yes No X **If Yes, list maximum credits:**

10. **Labs requirements:** If course includes a lab: # of hours lecture: ; # of hours lab:

11. Fees: List any course fees:

12. Grade Mode: Graded only: X Pass/No Pass only: Option:

13. CIP Code: Six-digit CIP code (check with your Division Director):

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? If yes, list Strand(s)

B. Honors?

15. Cross-listing: List any cross-listing: and and and and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course?

The A/B designation is needed in order to reflect differences in the theory and practice of effective classroom management at the elementary and middle/high school levels. MAT 525B focuses on developmentally appropriate practices for adolescent aged students.

B. **Alignment:**

1. How does this course align with the unit's mission plan? See above

2. How does the course fit into the rest of the unit's curriculum? See above

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 20-25; Year 2 20-25; Year 3 20-25

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? SOE faculty
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. NA
- c. If additional faculty members are needed, how will that need be met? NA

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. NA

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? Yes
- b. Are any other resources needed to support this course? No
If so, please explain how they will be obtained.

E. **External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? NA

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

A. Course description (same as Catalog description, above)

B. Learning objectives of the course

C. Required texts

D. Course format

E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Southern Oregon University
MAT Program: Multiple Subjects License
MAT 525B: Classroom Management and Supportive Learning Environments for Single Subjects

Required Text

Henley, Martin (2010). *Classroom management: A proactive approach*. 2nd edition. Upper Saddle River, NJ: Pearson. ISBN-13: 978-0-13-501063-1

Course Description

This class is more than a set of strategies or practices, it is a pedagogical approach that guides the classroom management decisions that teachers make to create environments which support individual and collaborative learning and encourage positive social interactions in face-to-face and virtual environments, active engagement in learning, and self-motivation. Students examine relationships among schools, parents, and communities and explore interactions, classroom organizations, and management approaches that help pre-service teachers understand how to establish classroom climates which support learning in a culturally responsive way. Explores how adolescent aged learners grow and develop across varying differences including social, emotional and physical, and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences for the single subjects classroom.

Course Goals

InTASC Standards

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Oregon Department of Education English Language Learner (ELL) Standards

Standard #2: Culture

Candidates know and understand the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ELL students' cultural identities, language and literacy development, and content area achievement.

Additional Course Objectives

1. Develop an understanding and experience of classroom as community
2. Design a classroom environment that reflects your educational philosophy, and that is safe, comfortable, and appropriate for all students (e.g. classroom layout, communication norms, organization of materials etc.)
3. Learn creative and engaging ways to establish classroom rules, routines, and procedures

4. Design instruction that supports student learning and motivation by enacting proactive classroom management
5. Articulate a working knowledge of behavioral theories as they apply in a variety of educational settings
6. Understand specific teacher behaviors, dispositions, and interactions that contribute to effective, proactive, positive classrooms and student learning
7. Identify techniques for helping students resolve conflicts and develop social skills
8. Understand the importance of working collaboratively with other educators, parents, and students to support the cognitive, social, emotional, and behavioral growth of all students;
9. Articulate a personal philosophy of classroom-management and a classroom management plan to use in your first year of teaching.

Writing Standards

Your writing *must* meet graduate level standards. I expect you to turn in well-crafted, meticulously-edited papers free of mechanical, spelling and grammatical errors. You are teachers. Your writing must be impeccable. SOU's MAT program uses the conventions of documentation recommended by the American Psychological Association's most recent edition. *All* papers are to follow that citation style and should include a references page. APA also dictates style elements as fonts, margins etc.

Due Dates, Extensions and Late Work

Due dates for each written assignment are listed on the course schedule. Unless arrangements for an extension are made BEFORE a due date, late assignments will be downgraded. Please stay in contact with me if you are ill. If you miss class, written work is still due; e-mail it to me. Choose someone who can pass along course assignments, handouts, and notes as you are responsible for these whether present or not.

Grading Scale

| | |
|--------------|-----------------|
| 95%-100% = A | 91%-94% = A- |
| 88%-90% = B+ | 84%- 87% = B |
| 80%-83% = B- | 79%-0 = No Pass |

| Course Assignments | % |
|--|----|
| Attendance, punctuality, and participation | 20 |
| Reading Response Papers | 10 |
| Community Building Activity | 10 |
| Classroom Procedure Plan and Demonstration | 10 |
| edTPA Prompt Assignment | 10 |
| Linking Theory to Practice Activities (3) | 15 |
| Classroom-management <i>philosophy</i> and <i>plan</i> (take-home final) | 25 |

Assignment Details

Attendance, Punctuality, Participation. This includes attending each class session, being on time and prepared, completing all reading assignments to actively participate in discussions and activities. You are expected to arrive on time, and to attend every class session.

Community-building Activities (CBAs). With a partner or alone (for Klamath students), conduct a 15-minute CBA. This may be an ice breaker for use at the beginning of a school year, or an activity to use during the school year as part of ongoing community-building. Please turn in a completed CBA template to me on the day of your demonstration.

Reading Response Papers Read and take notes on each Chapter of the Henley text as well as Moodle readings. Every other week, submit a reading response paper of the previous weeks' readings. Your RRP will consist of two (cited) quotations from the reading that stood out to you. Try to choose one that resonated with you and one that created some tension for you. After each quote write a reflection that illustrates why this quote was meaningful to you, how it assisted your understanding of classroom management or what questions it stirred in you (approximately two paragraphs per quotation).

Linking Theory and Practice Activities. You will have an opportunity to link your understandings to classroom practices outside of our class through a series of three connected activities as described in the boxes below.

Linking Theory and Practice Assignment #1

Write a 2-3 page reflection and analysis of ONE of the following:

Option A: Conduct observations in two different classrooms at the grade levels you would like to teach in. On the basis of these observations, contrast how these different teachers deal with the following: taking attendance, transitioning between activities, permitting students to get out of their seats, instructing students, and disciplining students. Do you find differences? Similarities? Are these teachers more community centered, more autocratic? Why?

Option B: Interview a family member/parent/guardian about visits to their child's school. The intention with this assignment is to learn about their experiences at school and how schools can be intentionally inviting to families. Ask open-ended questions such as "How do you feel when you visit school?" "What assists families to feel intentionally invited to be at school?" "What contributes to families feeling unintentionally uninvited to be at school?" What ways do you like to participate in your child's education?" "What would assist you to participate in more school functions?" Describe the questions you asked and what you learned from families that will assist you to develop positive relationships between school/teacher and families.

Linking Theory and Practice Assignment #2

Write a 2-3 page reflection and analysis of ONE of the following:

Option A: Interview a teacher about using **rewards** in the classroom to motivate students. Why does the teacher use rewards? What are some difficulties that arise from the use of rewards? What does the teacher value more; achievement or effort? What is being rewarded in the classroom? Which students are reaping those rewards?

Option B: Select two of the following concepts detailed by Kounin (Henley, 2010, p.99-103) - **withitness, overlapping, dangles, flip-flops, stimulus-boundness, and alerting.** Observe a classroom(s) and provide specific examples of each. What did you learn that will assist you in creating a positive learning environment?

Linking Theory and Practice Assignment #3

- Identify *at least five* **challenging classroom behavior, rapport or climate scenarios**. For each scenario, propose a preventative strategy, a corrective strategy and a supportive strategy.
- Describe each strategy aligns with your philosophy of teaching.
- Describe, in detail, how you could implement them in your own classroom.

edTPA Prompt Assignment (Embedded Assessment): The following are prompts from the edTPA assessment that you will complete in year-two of your MAT program in order to obtain your teaching license. This assignment provide you with some grounding in the expectations of the edTPA and practice in the kind of analysis that it requires. Please read and respond to the prompts below in a one-page narrative. Please submit via Moodle *and* bring a hard copy to class on 2/17.

Task One – prompt 2b: Describe how you would determine your students’ personal, cultural, and community assets related to learning experiences planned for your class. How can you find out about your students’ everyday experiences, cultural and language backgrounds and practices, and interests? *Keep in mind that you may have as many as 175 students at a time.*

Task Two – prompt two: How do you plan to demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning? *Describe concrete actions that you will take.*

Final Paper: Classroom-management philosophy and classroom-management plan. This 4-5 page paper is a working document that you will continue to revise throughout your teaching career. It will also become part of your professional portfolio. Your classroom-management philosophy and plan should concretely illustrate your understanding of proactive classroom management and your vision of a positive learning environment. It will be a synthesis of your mission and understandings from class readings, activities and discussions. It must be formatted and cited according to APA style and standards. Further information will be provided in class and via Moodle.

Course Calendar (Subject to Revision)

| Date | Topics | Assignment Due | Readings Due |
|----------------|---|----------------------------------|---------------------------------------|
| 1/10 | Proactive Classroom Management | • Purchase Henley Textbook | N/A |
| 1/17 | Classroom Community | • RRP – Ch 1 & 2 due • CBA #1 | • Henley: Ch 1-2 • Moodle Readings |
| 1/20 (Sat.) | | • CBA #2, #3 & #4 | |
| 1/24 | Fostering Positive Relationships | • CBA #5 | • Henley: Ch 3 • Moodle Readings |
| 1/31 | Managing Groups and Bullying Prevention | • RRP – Ch 3 & 4 due • CBA #6 | • Henley: Ch 4 • Moodle Readings |

| | | | |
|-------------|---|--|---|
| 2/7 | Student Motivation | <ul style="list-style-type: none"> • Linking Theory & Practice #1 • CBA #7 | <ul style="list-style-type: none"> • Henley: Ch 5 • Moodle Readings |
| 2/14 | Instructional Practices, Cooperative Learning & Social Skills | <ul style="list-style-type: none"> • RRP – Ch 5 & 6 due • CBA #8 | <ul style="list-style-type: none"> • Henley: Ch 6 • Moodle Readings |
| 2/17 (Sat.) | Note: We will meet in the a.m; 523 will meet in the p.m. | <ul style="list-style-type: none"> • Embedded Assessment (aligned w/ edTPA) <i>Submit via Moodle AND bring a hard copy</i> CBA #9, #10, #11 | |
| 2/21 | Proactive Behavior Interventions | <ul style="list-style-type: none"> • Linking Theory & Practice #2 | <ul style="list-style-type: none"> • Henley: Ch 7 • Moodle Readings |
| 2/28 | Managing Problem Behaviors | <ul style="list-style-type: none"> • RRP – Ch 7&8 due | <ul style="list-style-type: none"> • Henley: Ch 8 |
| 3/7 | Behaviors Related to Disability & Trauma | | |
| 3/14 | Emotional Problems | <ul style="list-style-type: none"> • RRP – Ch 9 due • Linking Theory & Practice #3 | <ul style="list-style-type: none"> • Henley: Ch 9 |
| 3/17 (Sat.) | Classroom Procedure Demos | <ul style="list-style-type: none"> • Classroom Procedure Plan | |
| Finals Week | No Class, Individual Appointments Available | <ul style="list-style-type: none"> • Final Paper Due 3/21 by midnight via Moodle. | |

SOU Cares: SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. Please see Moodle for the full SOU Cares Statement