

EDCOR 480 Syllabus (Management and Professional Ethics)

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CREDIT HOURS: 2

Course Facilitators: Area Coordinators and Supervisors for Student Teaching

PREREQUISITE: Successful completion of all relevant coursework, including content-specific senior practicum experiences; passing PRAXIS content exams and ALL other required exams. Taken concurrently with EDCOR 492 Student Teaching.

CLASS TIMES AND LOCATION:

Weekly Cohort meetings with other Teacher Candidates who are teaching in your district. Time and place will be determined by your supervisor.

REQUIRED TEXTBOOK: *Principles of Classroom Management: A Professional Decision-Making Model* by James Levin and James F. Nolan Pearson, 8th edition, 2022 Print ISBN: 9780135240533 (You will be able to access this text online once the semester begins).

DESCRIPTION AND PURPOSE:

This course is taken concurrently with student teaching. Teacher candidates will learn the qualities of a positive classroom environment and strategies for establishing routines and procedures with the purpose of increasing instructional time. Strategies and frameworks for working with students who have difficult behaviors will be introduced. Teacher candidates will try learned strategies in the student teaching classroom. Candidates will learn the professional standards and Idaho Code of Ethics to prepare them to participate professionally in the teaching field.

EXPECTED OUTCOMES:

1. Apply various classroom management strategies to address diverse student needs.
2. Create a customized behavior intervention plan for a student with unique needs.
3. Use student data and assessment results to analyze instructional and classroom management decisions, adapting strategies to meet individual student needs.
4. Maintain a professional log throughout the student teaching experience, documenting personal growth in classroom management and teaching practices.
5. Reflect upon ethical principles and professional codes of conduct when making decisions in classroom management situations, aligning with the Idaho Code of Ethics.

COURSE EXPECTATIONS: This course will be taken concurrently with EDCOR 492 (Student Teaching). Candidates will attend weekly cohort meetings and be prepared to participate in meaningful discussions about the course material. Candidates will implement strategies and practices discussed in cohorts in the student teaching setting and evaluate the effectiveness of tried strategies.

COURSE OBJECTIVES:

In courses and practicum experiences leading up to this final semester, you have had some exposure to different aspects of classroom/behavior management. This course will help you dive deeper into the nature of discipline problems, understanding why students misbehave, and how teachers influence behavior. You will have the opportunity to implement a variety of interventions and strategies to help maintain a healthy classroom environment.

GRADING:

Grading procedures of student teaching artifacts

All artifacts are graded against a rubric and categorized according to total points earned. All artifacts will be graded by your Area Coordinator. The Behavior Intervention Study, as well as the short answer essay on each quiz will be graded by the Course Instructor. Participation in cohort meetings will be part of the grade as well. A student must earn no lower than a C- in order to pass this course.

EDCOR 480 REQUIRED ASSIGNMENTS:

All assignments have been outlined on Canvas. Each one helps candidates be more intentional in their teaching.

Each artifact has been aligned to the Idaho Standards for Initial Certification of Professional School Personnel in conjunction with the Danielson Framework for Teaching.

Awareness of Environment (Due the end of the first month of student teaching)

It is vitally important to have a pulse on student needs right from the start. Several components factor into the successful delivery of instruction and impact student learning. This submission will detail each of the following components. Once you have gathered the data, analyze how it influences the planning, management and instruction in your classroom. You will also be able to identify how your behavior influences the behavior of the students in your classroom.

- Consider the demographics of your school, particularly the makeup of your classroom. Take into account the class size, along with the gender breakdown of your students. It is also important to consider the ethnicity in your classroom and

how different cultural backgrounds will impact your instruction. Include free/reduced lunch percentages in the data that you gather.

- Explain the number of students on IEPs, 504s, ELL, those who are high performing, and those with other needs (e.g. allergic, diabetic). Based on this data, explain **how** and **why** you will need to **differentiate** instruction.
- Does your classroom have paraprofessionals or are there any pull-out services that your students will need? Please include the purpose for all paras and attach a weekly schedule for services provided for your students. How does all of this impact the learning environment?
- How does the classroom's physical setup accommodate students with varying needs? Explain the resources and technology available in your classroom and how you will use these resources to meet the diverse needs of all students.
- Familiarize yourself with the learning initiatives, philosophy, positive behavior initiatives, rules, etc. that are implemented in your school and classroom. How do these factor into the learning environment?
- Share your impressions of the school culture and staff morale. How will your behavior influence and impact the classroom and the school overall?

Behavior Intervention Study (Due the end of the second month of student teaching)

Choose a student in your classroom who exhibits some challenging misbehavior. Consider how environmental factors may be contributing to the behavior. Use information studied this week and brainstorm ideas with your mentor to **create a plan of action** for supporting student resiliency and establishing high academic and behavior standards. How can your behavior and instruction be adjusted to prevent misbehavior? **Implement your plan** for this student over the next couple of weeks and see if there is any improvement in their behavior.

My Plan (Due the end of the third month of student teaching)

Now that you have spent nearly an entire semester teaching consistently in a public setting, you have seen what it takes to establish an environment conducive to learning and have learned how to maintain order within a classroom on a daily basis. Reflect on what you learned in theory on campus in addition to what you have been reading in ***Principles of Classroom Management: A Professional Decision-Making Model***.

Consider what you have practiced during this semester, to create your own classroom management plan. This is where you not only fine tune your philosophy but identify the actual steps you need to take to establish your own culture for learning.

- Classroom procedures and organization serve to promote a safe, enjoyable, and collaborative learning environment. What procedures and strategies will you incorporate in order to promote a better learning environment? If you are in a secondary setting, please consider a cell phone policy.
- Managing student behavior is vital in creating an environment of respect and rapport. Consider expectations, consequences, and incentives you plan to have in

place to not only encourage, but ensure appropriate and effective interactions with your students.

- Families play a significant role in the success of children in school. How will you engage families in your learning environment (remember this extends beyond the classroom)? What is your plan for communicating with parents?
- It is important for you as the teacher to set expectations for learning and academic achievement. How will you help your students see the importance of particular content and take pride in the work that they turn in? What is your grading policy? Have you thought about late work, make up tests, etc?

Professional Records (Due the final week of student teaching)

Your professional activities and interactions help create a supportive learning environment, having a positive impact on learners, their families and the school community. **Keep a professional log** throughout the semester. This log will include any professional meetings that you attend, such as faculty meetings, PLC meetings, collaboration meetings with mentor, cohort meetings, IEP meetings, etc. You will also record the communication you have with parents throughout the semester. This can be a separate record, or it can be included with your professional meetings, etc. This log should not just be a record of dates but should include a summary of each particular gathering or interaction and how it impacts your teaching and influences the learning and behavior of your students. It is important to identify students on your log so that as you return to your notes on future occasions, you can use the data effectively to evaluate progress and set new goals with individuals. Keep in mind however, that you need to protect your students as well, so it would be appropriate to use their initials for this submission.

Weekly Patterns:

Read Chapter in text

Take **quiz** on reading (Be sure to complete the short answer essay question)

Cohort discussion (Attendance will be part of your grade)

Professional Log (get started right after orientation)

Additional Artifact Assignments

Awareness of Environment Start during Week 2

Plan of Action Start no later than week 4 – give yourself sufficient time to implement and observe the effects of the plan.

My Plan - Be working on this throughout the semester as you fine tune your strategies, procedures and practices.