

University of Arkansas – Fort Smith
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General Syllabus

EDUC 3612 Classroom Behavior and Management

Credit Hours: 2 Lecture Hours: 2 Laboratory Hours: 0

Prerequisite: Admission to the educator education program

Corequisite: EDUC 4211 Practicum II

Effective Semester: 2018-2019

I. Course Information

A. Catalog Description

A study of various techniques used in classroom management and classroom presentations. Spatial, human, and cultural relationships are explored. Organization and planning are stressed.

B. Additional Information

Organizing Theme: The Conceptual Framework derives from the School of Education mission, “Professionals United to Ensure Continuous Learning and Success.” The Framework is informed by two major sources of research in best practices for educators, InTASC (Interstate Teacher Assessment and Support Consortium) and Charlotte Danielson’s Framework for Teaching (FFT). InTASC is a program of the Chief State School Officers (CCSSO). The Arkansas Department of Education adopted the InTASC 2011 Model Core Teaching Standards, as the Arkansas Teaching Standards (ATS). The Conceptual Framework synthesizes the concepts from these models to represent the UAFS School of Education expectations for teacher candidates. The UAFS School of Education Intended Candidate Outcomes (ICOs) are aligned with the InTASC Standards, which are the Arkansas Teacher Standards (ATS). The ICOs are also aligned with the Danielson Framework for Teaching (FFT) and edTPA.

II. Student Learning Outcomes

A. Subject Matter

Upon completion of this course, teacher candidates will be able to:

1. Examine the causes for disruptive behavior and demonstrate corrective methods.

2. Examine various theories of classroom management.
3. Examine plain theories behind various discipline plans and be able to implement one plan in the classroom.
4. Examine the importance of classroom management and its role in the prevention of undesired behavior in the classroom.
5. Develop skills in minimizing disruptive behavior and increasing learning through effective organization and instruction.
6. Demonstrate the knowledge of leadership styles and communication techniques to enhance the classroom and parent conference.
7. Create own personal system of discipline that is consistent with his/her philosophy and personality, as well as with the realities of their students and schools.
8. Adapt inclusion of all students and any accommodation for diversity among the students.

B. University Learning Outcomes

This course enhances student abilities in the following areas:

Ethical Decision Making

Students will recognize and analyze ethical dilemmas, based on the ADE Code of Ethics. Students will apply ethical concepts and rules to determine viable alternatives in any given situation.

Global and Cultural Perspectives

Students will reflect upon cultural differences and demonstrate understanding or application of K12 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. Students will identify appropriate interventions to enhance learning in diverse environments.

Communication Skills (written and oral)

Students will communicate effectively, both in writing and orally, in a variety of settings. Students will compose coherent documents, article reviews, research and essay papers, and reflections of observations. Students will give class presentations, share student work products orally, and work with children and families as part of practicum and internship experiences.

Analytical Skills

Critical Thinking Skills - Students will draw conclusions and/or solve problems related to student assessment data or issues. Students will access and evaluate appropriate written and electronic information for solving educational problems, conducting educational research, or working with students. Students will reach viable solutions to a problem and be able to justify those solutions.

III. Major Course Topics

- A. Identifying philosophies and theories of discipline

- B. Understanding students' psychological needs
- C. Developing a classroom management plan
- D. Managing cooperative learning activities
- E. Creating positive peer relationships
- F. Establishing positive teacher-student relationships
- G. Maximizing on-task student behavior
- H. Responding to disruptive behavior
- I. Working with parents
- J. Preparing for classroom organization and discipline
- K. Using problem solving to resolve behavior issues
- L. Developing a personal system of discipline