

Ashland University  
Dwight Schar College of Education  
Department of Curriculum and Instruction  
Course Syllabus

Graduate: Undergrad: X  
Credit Hours: 2  
Field/Clinical Hours: 150/0

**Course Number:** EDCI 330 PK

**Course title for the catalog:** Classroom Management Field Experience Grades PreK-12:  
Education for Diversity

**Catalog description:**

This course provides teacher education students with effective classroom management skills for educating for diversity. During seminars and field experiences students will develop techniques for teaching students of diverse backgrounds and abilities including dealing with surface behavior problems, laws concerning teacher/student rights, and communicating with parents. Field experience may occur in urban/multicultural, suburban, or rural/small town setting with focus on grades 7-12. Students should be concurrently enrolled in the appropriate methods course.

**The prerequisite (s) for this course is (are):**

EDCI 230 and FCS 270 or PSYC 218 or with permission of instructor.

**The enrollment restriction (s) for this course is (are):**

Open to students who have an interest in teaching Art, Foreign Language, Music, and/or Theatre at the grades Pre-K school level. Should be concurrently enrolled in appropriate methods course.

**Course and field/clinical experience objectives (including knowledge, skills, disposition):**

**KNOWLEDGE:**

The teacher education student will have knowledge of:

1. Current theory and research about diverse populations (multicultural, socioeconomic, at-risk, handicapped) from a local, national, and global perspective.
2. Coping skills to deal with minor disruptive behavior.
3. The psychological and philosophical foundations for teaching strategies.
4. Legal issues related to student rights and teacher rights, supervision, exceptional learners, and minority students.

5. The advantages and limitations of punishment.
6. Modes of instruction and particular management concerns and implications.
7. The school as a micro-society and the ills of society that appear in school settings.
8. Communicating with parents that can improve student performance.
9. The necessity of knowing the role of human growth and development in classroom management.
10. The elements of effective communication including active listening as a part of classroom management.
11. Management strategies that pertain to at-risk and handicapped students and their circumstances.
12. Referral, intervention procedures for classroom management.
13. Building and school system procedures for classroom management.
14. The course of study/curriculum for the 330 placement.
15. Techniques for observing the cooperating teacher in action, the behavior of students in the classroom, and the Reflective Process@ (What happened? Did learning take place? Why?)
16. The structure for systematic observation for self-analysis effectiveness in the teaching situation. (Reflective Process).
17. The role of participating as a member of a team: cooperating teachers, staff.
18. The role of conferencing with the cooperating teacher and university supervisor about performance in the teaching situation as a means of self-evaluation.
19. The qualities of a professional educator (Ashland University Department of Teacher Education definition).
20. The referral and service provisions for exceptional learners (IAT, IEP, teaming for intervention).

### **SKILLS:**

The teacher education student will have skills to:

1. Establish and maintain an effective and safe classroom learning environment.
2. Use the reflective process to improve the teaching/learning process.
3. Demonstrate utilization of a sequenced set of coping skills.
4. Utilize techniques for group control in a particular grouping pattern, i.e., lecture group discussion, group work, media, lecture, recitation and individualized study.
5. Develop an instructional plan for classroom management.
6. Demonstrate acceptable and appropriate writing and verbal communication skills including active listening.
7. Use course of study (EDUC 330 School District placement and AOhio Model@) to plan and teach developmentally appropriate licensure area instruction taking into account such factors as student diversity and handicapping conditions.
8. Interact effectively in a multicultural setting with a diverse student population.
9. Participate effectively as a member of a team: cooperating teacher(s), university supervisors, students, principal, teachers, staff, IAT.
10. Identify school, student services available in the EDCI 330 placement.
11. Assist in supervisory duties: hall, restroom, cafeteria, custodial, secretarial, other.

12. Utilize techniques for communicating.
13. Use decision making skills without influence of bias.
14. Participate in adaptations and accommodations for exceptional learners.

**DISPOSITIONS:**

The teacher education student will:

1. Value student diversity, including cultural, gender, racial, economic, and ability differences.
2. Model teaching behavior that promotes a learning environment for all students.
3. Value classroom management as a means of keeping the learning act progressing.
4. Value parent impact on student performance.
5. Value different levels and rates of growth and development as they pertain to classroom management.
6. Value the necessity of maintaining knowledge of current research pertinent to particular licensure area, instruction and student diversity.
7. Understand the necessity of knowing motivation concepts and techniques for classroom management.
8. Value the need for community involvement and to be aware of diversity within the school community population.
9. Value the importance of law and judicial proceedings as they impact classroom management.
10. Value the importance of professional level communication skills including the necessity to accept the communication of individuals.
11. Value the rights of each individual student to confidentiality.
12. Value the reflective process and the practice of self-analysis of the teaching experience as a means of improving teaching ability.
13. Value the need to work effectively as part of a team.
14. Appreciate the qualities of a professional educator: (Ashland University College of Education definition).
15. Display enthusiasm for learning/teaching the licensure area discipline(s).

**Suggested texts and/or references:**

Emmer, E. T., Everton, C. M., Clements, B. S., & Worshan, M. E. (1997). Classroom management for secondary teachers. Needham Hts., MA: Allyn and Bacon.

Grant, C. A. (Ed.). (1995). Educating for diversity: An anthology of multicultural voices. Needham Hts., MA: Allyn & Bacon.

**Suggested instructional strategies:**

Lecture, role play, filmstrips, discussion, writing, literature review, seminars, lesson plans, projects, field experience with individual small groups or class, reflection.

**Description of field/clinical experiences:**

**FIELD EXPERIENCE**

During EDCI 330 Field Placement the student will:

1. Spend 150 clock hours in a classroom in licensure field.
2. Apply effective classroom management skills.
3. Prepare and teach developmentally appropriate lessons taking into account such factors as student diversity and handicapping conditions.

**Evaluation of students:**

Tests, projects, group work, discussion, role play, videotaping, observation during 330 field experience.

**Faculty who frequently teach the course:**

Dave Kowalka and Len Salvo

**Licensure programs in which course is required:**

PreK-12, Art, Foreign Language, Music and Theatre

**If the course is offered for either undergraduate or graduate credit, identify the respective difference in expectations:**

**Bibliography (Learned Societies, etc.)**

Clark, L. H., & Starr, I. S. (1996). Secondary and middle school teaching methods (7th ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc.

Emmer, E. T., Everton, C. M., Clements, B. S., & Worsham, M. E. (1997). Classroom management for secondary teachers. Needham Hts., MA: Allyn & Bacon.

Grant, C. A. (Ed.). (1995). Educating for diversity: An anthology of multicultural voices. Needham Hts., MA: Allyn & Bacon.

Hoover, R. L., & Kindsvatter, R. (1997). Democratic discipline: Foundation & practice. Upper Saddle River, NJ: Prentice-Hall, Inc.

Hyman, I. A. (1997). School discipline and school violence: The teacher variance approach. Needham Hts., MA: Allyn & Bacon.

Kim, E. C., & Kellough, R. D. (1995). A resource guide for secondary school teaching: Planning for competence (6th ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc.

Kohn, A. (1996). Beyond discipline: From compliance to community. Alexandria, VA: Association for Supervision and Curriculum Development.

Levin, J., & Nolan, J. F. (1996). Principles of classroom management (2nd ed.).

Needham Hts., MA: Allyn & Bacon.

Manning, M. L., & Baruth, L. G., (1996). Multicultural education of children and adolescents (2nd ed.). Needham, MA: Allyn & Bacon.

McLaughlin, M. W., Talbert, J. E., & Bascia, N. (Eds.). (1990). The contexts of teaching in secondary schools: Teacher=s realities. New York: Teachers College Press.

Montague, E. J. (1987). Fundamentals of secondary classroom instruction. Columbus, OH: Merrill Publishing Co.

Posner, G. J. (1996). Field experience: A guide to reflective teaching (4th ed.). White Plains, NY: Longman Publishers USA.

Queen, J. A., Blackwelder, B. B., & Mallen, L. P. (1997). Responsible classroom management for teachers and students. Upper Saddle River, NJ: Prentice-Hall, Inc.

Rinne, C. H. (1997). Excellent classroom management. Belmont, CA: Wadsworth Publishing Co.

Slick, G. A. (Ed.). (1995). The field experience: Creating successful programs for new teachers. Thousand Oaks, CA: Corwin Press, Inc.