



**Brandman University: A Division of Chapman University System
Extended Education Program**

Course Syllabus

Time to Teach: Evidence Based Classroom Management for the 21st Century

Course Numbers: EDDU 9022, EDDU 9023, EDDU 9024

Course Title: Time To Teach: Evidence Based Classroom Management for the 21st Century

Course Description

Time to Teach: Evidence Based Classroom Management for the 21st Century is a course designed to give teachers a system of strategies to manage their classrooms effectively in order to decrease disruptions and increase instructional time. Participants will learn techniques for developing rapport with students, establishing expectations, designing their classroom, responding appropriately to bad behavior, and using self-directed behavior modification. Using these research-based strategies, teachers will be able minimize low-level behaviors, motivate their students, and maximize instructional time. There are 3 basic components for this course: (1) Direct instruction from a certified trainer. (2) Research using the Time to Teach Resource Manual© (3) Implementation of strategies in the classroom.

Course Purpose

Students will learn the skills and components needed to manage a disciplined and engaging classroom that maximizes learning.

Course Credit Information

Upon successful completion of all course requirements, 1, 2 or 3 semester hours of professional development graduate level credit will be awarded. These credits are not part of a degree program but instead, are primarily used for professional advancement (such as salary increment steps and recertification). Students are advised to seek approval of appropriate district or college officials before enrolling in this course to satisfy any degree, state credential, or local school district requirements. State licensing departments vary regarding their criteria for credit acceptance and some states may not accept credit from universities that are located outside the state.

Brandman University, part of the Chapman University system, is accredited by the Western Association of Schools and Colleges (WASC).

Conceptual Framework for Adult Learning

The overarching theme for all educator preparation programs is "***The Educator as Reflective Practitioner.***" The initial and advanced teacher education programs and the advanced program in educational leadership focus on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all institutional, state, and professional standards at the completion of their program. The Conceptual Framework describes the shared vision of teaching, learning, and the preparation of teachers and

school leaders. It outlines a philosophy and commitment to the education profession; guides programmatic decisions; and ensures coherence among curricula, field experiences, clinical practice, and the unit's assessment system. The Conceptual Framework reflects a commitment to the ability to:

1. Apply content and pedagogical knowledge to the teaching and learning process
 2. Integrate technology to improve teaching and learning
 3. Work with diverse populations
 4. Demonstrate professional behavior and dispositions
 5. Engage in reflective practice to improve teaching and learning
-

Syllabus

Course Objectives

Upon completion of the course students will:

1. Identify the five core research-based beliefs of Time to Teach strategies.
2. Design the classroom for maximum student achievement.
3. Develop an authoritative management style.
4. Develop strong rapport with students.
5. Teach precise expectations and procedures for managing the classroom
6. Maintain self-control when dealing with disruptions and difficult students.
7. Use self-directed learning strategies to eliminate repeated warnings and quickly stop low-level problem behavior.
8. Use proper techniques for responding to serious behavior problems.
9. Identify behaviors that must not be tolerated, "absolutes."
10. Develop a school-wide behavioral management plan.

Course Text

Dahlgren, R.; Malas, B.; Faulk, J.; Lattimer, M. *Time to Teach! The Source for Classroom Management*. The Center For Teacher Effectiveness (2008).

Course Representative Works Consulted

Dahlgren, R.; Hyatt, J. *Time To Teach: Encouragement, Empowerment, and Excellence in Every Classroom*. The Center For Teacher Effectiveness (2007).

Dahlgren, R.; Lattimer, M. *Teach-To's: 100 Behavior Lesson Plans and Essential Advice to Encourage High Expectation and Winning Classroom Behavior*. The Center For Teacher Effectiveness (2007).

Course Requirements

Component I – Direct Instruction

Attend a six-hour training from a certified trainer.

Component II – Application and Practicum

Course Requirements

1. Attend and participate in the entire two-day seminar.
2. Develop practical activities based on the seminar presentation. The activities must be designed so that they can be implemented in your classroom or program. They may be geared to K-12 students, staff or others, based on your position.
3. Conduct the activities in your classroom/work setting. *Refer to www.brandman.edu/exed/divisions/k_12.asp (FAQs) if not currently in a classroom setting.*
4. Complete a written report that describes each activity. **Each activity must be at least one full page** (not including title page or documentation), typed and single-spaced. Use a 12 point font and one inch margins. Staple the paper together.

Do not send the paper in a report cover. Complete your report individually; no group reports are permitted.

1 credit = 3 activities (only one teach-to activity permitted)

2 credits = 6 activities (two teach-to activities permitted)

3 credits = 6 activities plus 5 writing assignments (two teach-to activities permitted)

Develop different types of activities; write about only one teach-to activity per three activities (see above)

5. The report must include one **Title Page** with your name, address (for sending your grade), Brandman ID # (refer to confirmation letter), title of seminar, seminar date, and a brief (one paragraph) description of the seminar. The title page must also include the grade level, number of students, and any special information about the student population (e.g. at risk, ESL, etc.).
6. You will be graded on the accuracy of the title page, each of the components in # 7 below as well as the **Quality of the Overall Paper**, which includes the format, grammar, spelling, punctuation, required length, and other overall qualities.
7. Write about each activity separately. Use the subheadings below to report on each activity. Label subheadings clearly.
 - A. Activity Description:** Describe each activity in detail, using narrative form (no bullets, no numbers, no incomplete sentences). List all materials that you and the participants used (e.g. handouts, books, props, etc.) Describe each activity thoroughly as if the reader were not familiar with the topic.
 - B. Learning Objectives:** Write specific learning objectives for each activity. Include what you wish to achieve and how you will accomplish it.
 - C. Appropriateness of Activities for Targeted Students:** Explain how the activities meet appropriate developmental needs of the participants/students.
 - D. Correlation of Activities to the Seminar:** Discuss how the activities relate to the seminar content.
 - E. Student Evaluation and Assessment:** Evaluate the students' learning experience and describe the assessment methods. Relate the assessment to objectives stated in B above. Include samples of the assessment tools, if applicable.
 - F. Self Evaluation:** Write a self-evaluation of your own strengths and weaknesses as you developed and implemented these activities. Discuss what you would do differently next time and suggest areas for improvement, if any.
8. Include **Documentation** for each activity (e.g. student samples, photos, handouts, or lessons plans). Samples should be limited to 1 or 2 pieces for each activity and fit in a 9x12 envelope. The samples and the paper will not be returned.

This completes the course requirements for one and two credits

Component III

Complete the following in addition to practicum requirements (6 activities) for 3 credits

Writing Assignments

Using the Time to Teach Resource Manual choose only 5 writing assignments and follow the directions. Number each writing assignment in the same order below (i.e. 1,3,4,7,10):

(Each assignment must be one page single spaced. Use a 12 point font and one inch margins.)

1. Read pages 63 -67. Explain the need for effective classroom management training.
(One-page, single spaced)
2. Read pages 68 -70. Summarize the five core beliefs of Time to Teach.
(One-page, single spaced)
3. Read pages 78 – 95. Explain the importance of each of the following: (1) Seating Arrangement, (2) Lighting, (3) Color, (4) Scent, (5) Music.
(One-page, single spaced)
4. Read pages 99 – 106. Compare and contrast the different teaching styles.
(One-page, single spaced)
5. Read pages 108 – 117. Identify and explain 10 ways to develop good rapport with students. (One-page, single spaced)
6. Read pages 134 – 141. Explain the rationale and steps for doing a “Teach-To.”
(One-page, single spaced)
7. Read pages 145 – 155. List the four “diffusers. Give an example of how to use one of these. List and explain four early intervention strategies.
(One-page, single spaced)
8. Read pages 27 – 34. Explain the steps for using “Refocus.”
(One-page, single spaced)
9. Read pages 158 – 164. Explain the steps for responding to an emergency situation.
(One-page, single spaced)
10. Read pages 180 – 194. Explain how you would develop a school-wide discipline management plan. (One-page, single spaced)

Method of Evaluating Student’s Performance

The coursework is graded according to the rubric. A letter grade will be given.

Grade Form/Rubric for CTE Time to Teach Two-Day Seminar and Practicum			
Name:		Course Title:	Time to Teach: Evidence Based Classroom Management for the 21st Century
Address:		Grader:	
Date:		No. of Graduate Level Semester Credits (1,2 or 3):	
PRACTICUM (0-20 points)		RESEARCH (0-15 points)	
COMPONENTS	Pts.	WRITING ASSIGNMENTS	
Title Page (0-2 points)		3 - Topic is addressed thoroughly and is required length. Presentation of materials is well organized with correct grammar, spelling & punctuation. 2 - Topic reflects good effort. Presentation of materials is adequate but needs attention to grammar, spelling, punctuation and/or organization	
2 - Includes all required information 1 - Most information included 0 - Incomplete or not included with practicum			
Activity Description (0-4 points)		1 - Assignment is not thorough and/or does not relate to topic. Materials are difficult to read, poorly organized, and/or less than required length. 0 - Assignment is missing, inappropriate to course goals, or does not follow course requirements.	
4 - Outstanding, detailed descriptions of all activities 3 - Good, detailed descriptions of all activities 2 - Good descriptions of most activities 1 - Most activities only meet minimum 0 - All descriptions are incomplete or poor			
Learning Objectives (0-3 points)		WRITING ASSIGNMENTS (5 only) for 3 credit assignment)	
3 - Goals and objectives written clearly and specifically 2 - Goals and objectives stated in general or vague terms 1 - Goals and objectives not included with every activity 0 - Goals and objectives not included at all			
Appropriateness of Activities (0-1 point)		Pts. Writing Assignment 1 (pages 63-67) Writing Assignment 2 (pages 68-70) Writing Assignment 3 (pages 78-95) Writing Assignment 4 (pages 99-106) Writing Assignment 5 (pages 108-117) Writing Assignment 6 (pages 134-141) Writing Assignment 7 (pages 145-155) Writing Assignment 8 (pages 27-34) Writing Assignment 9 (pages 158-164) Writing Assignment 10 (pages 180-194)	
1 - Activities appropriate for grade and ability levels 0 - Activities inappropriate or targeted students not defined			
Correlation of Activities to Seminar (0-1 point)		Total points Writing Assignments	
1 - All activities correlated to seminar topic 0 - Correlation of activities to seminar was unclear			
Student Evaluation and Assessment (0-2 points)		TOTAL POINTS (three credit assignment)	
2 - Thorough & relates clearly to learning objectives 1 - Evaluation not detailed or unrelated to objectives 0 - Evaluation not present in all activities or too general/vague			
Self-Evaluation (0-2 point)		GRADE (three credit assignment)	
2 - Self evaluation is thorough and detailed 1 - Self evaluation is too general/vague or missing 0 - Self evaluation is absent			
Quality of Overall Paper (0-2 points)		GRADE SCALE: A = 35 - 32, B = 31 - 27, C = 26 - 24 No Pass = 23 - Below	
2 - Graduate quality in all areas 1 - Some format, grammar, punctuation, and spelling errors 0 - Multiple errors and/or was less than required length			
Documentation (0-3 points)		Comments:	
3 - Appropriate documentation for every activity 2 - Appropriate documentation for 2 out of 3 activities 1 - Appropriate documentation for 1 activity 0 - No examples of documentation are included			
SUBTOTAL			
GRADE (one and two credit assignment)			
GRADE SCALE: A = 20 - 18, B = 17 - 16, C = 15 - 14		QUESTIONS? k12@brandman.edu or phone 949 341 9857	
No Pass = 13 - Below			
Office Use Only: Brandman ID Number:			