Course Number: EDU 313

Course Title: Classroom Culture and Student Behavior

Course Description:

This course is an in-depth study of practical techniques applied by teachers to deal effectively with middle level student behavior problems when such problems arise in classrooms and schools. Different students misbehave in different ways and for different reasons. As a result, not all misbehavior can be handled by teachers in the same way. In this course, middle level teacher candidates will learn about reasons for misbehavior and about several discipline models or options appropriate for middle schools that can be used by teachers to create positive and creative learning environments.

<table>
<thead>
<tr>
<th>College Education Program Attributes</th>
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<tr>
<td>The manner in which we prepare educational personnel is informed by eight essential attributes:</td>
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<tr>
<td>1. ensuring that programs are knowledge-based;</td>
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<td>2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;</td>
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<td>3. contextual and cultural sensitivity;</td>
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<td>4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one’s daily work;</td>
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<td>5. enabling authentic participation, collegiality, and collaboration;</td>
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<td>6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;</td>
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<td>7. ensuring that programs are standards-driven; and</td>
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<td>8. ensuring that programs promote the effective use of technology</td>
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<th>Course Objectives</th>
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<td>Standard 1: Learner Development</td>
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<td>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the</td>
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cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard 2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 3 – Learning Environment**

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.

**Standard 9 – Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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**Learning Topic 1 - Learner Development**

**Learning Activities:**

1. Discuss and analyze ways of providing learning opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of young adolescent development and learning.
2. Identify and consider the characteristics of intellectual and emotional development of the young adolescent.
3. Interpret and express the importance of “meeting students where they are developmentally.”

**Learning Topic 2 – Learning Differences**

**Learning Activities:**

1. Develop and analyze ways to adapt instruction for diverse learners on an understanding of how students differ.
2. Describe and interpret the various kinds of diversity encountered in middle level schools.

**Learning Topic 3 – Learning Environments**

**Learning Activities:**
1. Develop ways to create a learning environment that fosters active 
engagement, self-motivation, and positive social interaction by 
understanding individual and group behavior.

2. Give examples of and analyze the various systems/program of 
classroom environment commonly used in middle schools.

3. Recognize and evaluate the importance of establishing relationships 
with students.

4. Observe and critique (virtually) classroom management techniques 
used by teachers in middle level schools

5. Develop, explain, and critique ways of responding to rule breaking in 
middle level classrooms.

6. Develop expectations/goals for your future students in terms of 
classroom behavior and explain the importance of these expectations.

Learning Topic 4 – Professional Learning and Ethical Practice
Learning Activities:

1. Recognize and appraise the use (and misuse) of various social media 
available to teachers as well as to students.

2. Summarize and critique reasons for wanting to become a teacher and 
align those reasons with requirements of the profession, not only 
personally, but ethically.

3. Define and evaluate the “mindset” of a middle level teacher.

Resources:

Association for Middle Level Education
The Responsive Classroom

Structured External Assignment:

Candidates will address a series of potential “teaching job” interview questions 
regarding their classroom management and style. These questions are to be 
addressed as a “real” interview would be done, face to face with the class.

Structured External Assignment Rubric:

<table>
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<tr>
<th>Criteria</th>
<th>1-2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Score</th>
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<tbody>
<tr>
<td>Greeting</td>
<td>• Unacceptable behavior and language • Unfriendly and not courteous</td>
<td>• Used typical behavior and language – did modify behavior to fit the interview</td>
<td>• Acceptable behavior, well mannered, professionalism lacking</td>
<td>• Professional behavior and language (handshake, “hello”, “thank”</td>
<td></td>
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</tbody>
</table>
| Communication       | • Presentation shows lack of interest
|                    | • Speaking is unclear – very difficult to understand message of what is being said (ex. mumbling)
|                    | • Facts about job not included
|                    | • Volume is inappropriate for interview (ex. Spoke too loudly, too softly)
|                    | • Showed some interest
|                    | • Speaking is unclear – lapses in sentence structure and grammar
|                    | • Knowledge of job is minimal
|                    | • Volume is uneven (varied)
|                    | • Showed interest throughout the interview
|                    | • Speaking clearly
|                    | • Minimal mistakes in sentence structure and grammar
|                    | • Knowledge and facts are included/shared
|                    | • Volume is appropriate
|                    | • Very attentive
|                    | • Speaking clearly
|                    | • Appropriate use of sentence structure and grammar
|                    | • Commitment & enthusiasm for job is conveyed
|                    | • Volume conveys business tone
| Body Language      | • Fidgeted – ex. constant movement of hands and feet
|                    | • Lack of eye contact
|                    | • Slouching constantly.
|                    | • Fidgeted – ex. movement of hands and feet frequently
|                    | • Eye contact is made intermittently
|                    | • Occasionally slouching
|                    | • Minimal fidgeting (ex. occasionally shifting)
|                    | • Occasional loss of eye contact
|                    | • Brief slouching, but quickly correcting self
|                    | • No fidgeting
|                    | • Eye contact made
|                    | • Sitting straight in chair
| Responding to Questions | • Inappropriate answers to questions
|                        | • Did not attempt to answer questions
|                        | • Gives responses which are not appropriate for middle school students.
|                        | • Attempts to answer questions
|                        | • Answers are acceptable and accurate. They would make sense in a middle level classroom
|                        | • Answers questions, but leaves room for improvement.
|                        | • Thorough answers to questions.
|                        | • Responses were creative and innovative and would make sense in a middle level classroom.
| Would you hire this individual to teach your own middle level child? | • No way!
|                        | • He/she might be OK if no one else was available.
|                        | • The individual seems to be getting it together, and may eventually learn, but not yet. It would be OK to give him/her a try.
|                        | • I would be totally excited to have this individual be my child’s teacher. He/she demonstrates a caring and ability to be positive in a classroom beyond my expectations.