Wilmington University
College of Education
Bachelor of Science Middle Level Education (Grades 6-8)

Course Number: EDU 313

Course Title: Classroom Culture and Student Behavior (3 Credits)

Faculty Contact:

Course Description: This course provides an opportunity for pre-service middle level teacher candidates to understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their future practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for diverse learners. In addition, the Trauma-Informed Classroom, including what it is and how to achieve it, is included as a key topic in this course. Practical tips to assist middle level candidates plan a management scheme for their future middle level classrooms in order to impact student learning.

Minimum Time Requirements (in clock hours):

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<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
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<td></td>
<td>35</td>
<td>5</td>
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College Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
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;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one’s daily work;
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

Program Standards: Interstate Teacher Assessment and Support Consortium (InTASC)

Specialized Professional Association Standards: Association for Middle Level Education (AMLE)

Wilmington University Graduation Competencies: Undergraduate Educational Competencies
**Learning Methods:** A variety of teaching methods including inquiry–based learning, personalized learning, differentiated instruction, collaborative projects, and class participation will be used in a student-centered approach to learning. Candidates are encouraged to move from passive receivers of information to active participants in their own learning.

**Objectives/Learning Outcomes:** (AMLE Standard 1, InTASC Standards 1, 2, and 3)

- Candidates will observe a number of diverse students and share strategies for supporting these students as classroom teachers.
- Candidates will research and discuss strategies for forming positive relationships with the variety diverse students who will enter their future classrooms.
- Candidates will research and discuss strategies for promoting acceptance and diversity in their classrooms.
- Candidates will research important routines and procedures while sharing their thoughts on their implementation in their future classrooms.
- Candidates will research classroom management strategies and tools to assist them in their future classrooms.
- Candidates will research strategies for engaging students in a positive classroom culture while sharing their own ideas with others.
- Candidates will research strategies for creating a trauma-informed classroom setting while providing their own thoughts on trauma that they will likely encounter in their future classrooms.
- Candidates will research strategies for maintaining a compassionate classroom while sharing their own ideas with others.
- Candidates will research strategies for providing positive redirection of misbehavior in the classroom. These strategies will be shared with classmates with feedback provided from others.
- Candidates will research the importance of designing their classroom space in a student-centered way.
- Candidates will design their future classroom and detail the reasons for their decisions.
- Candidates will research and discuss strategies to create a learning environment that fosters active engagement, self-motivation, and positive social interaction by understanding individual and group behavior.
- Candidates will share ideas for providing opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of childhood development and learning.
- Candidates will share strategies for creating and maintaining a positive middle school classroom environment.
- Candidates will reflect upon and share their plans for providing a positive learning environment in their future classroom by utilizing the three elements of AMLE Standard 1.
- Candidates will participate in "real time" teacher interviews addressing specific questions centered on classroom management and positive learning environment.

**Assessments:**
Candidates will participate in lengthy discussions with peers and with the instructor as they build their own personal set of strategies and ideas relating to providing a safe, accepting, and positive classroom for diverse adolescents.

After researching best practices in classroom arrangement to assure student success, candidates will design their own future classroom explaining, in detail, why they made the decisions that they did.

In addition, candidates will participate in “real time” teacher interviews addressing specific questions centered on classroom management and a positive learning environment.

Additional Course Information and Schedule of Class Activities will be posted on the course blackboard site

Assignments and Grading

1. Class Discussions
2. Classroom Arrangement Project
3. SEA – “Real Time” Teacher Interview and with feedback from classmates and the instructor.

These required projects are briefly described in the “Learning Outcomes” section of the syllabus. Additional details and resources can be found on the Blackboard course site.

College of Education Attendance Policy:

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first week’s assignments.

Learning Links:

The Middle Level Legacy video series This series documents the history of the middle school movement, including interviews with 18 middle level leaders who provide their perspectives on critical incidents in the history of the movement, important research and policy, curriculum, young adolescent development and identity, specialized middle level teacher preparation, and significant debates and challenges to the future of middle level education.

Research in Middle Level Education Online is an international peer-reviewed journal.

Climate and Culture Steer the Leadership by Frank Rudnesky and Timothy Carroll. School climate and culture have a significant impact on student performance and the health and happiness of the entire school community. Here are ways you can influence culture and climate and foster leadership.

Making Middle School Philosophy Work: Philosophy vs Mindset by Sandy Cameli. How do we define the middle school philosophy and develop our attitudes of intention to make a difference for our students?
Planting the Seeds of Innovation by David C. Barrett, Christy S. Murray, Veronica L. Miller. District- and school-wide improvement efforts must be grounded in research, adapted for use in the school's context, and monitored to ensure the innovation is effective.

The School Is a Teacher—But What Are the Lessons? by John Lounsbury. School is so much more than a physical facility in which teachers present lessons; it is a laboratory of living where ongoing practices and relationships educate.

The Importance of Classroom Structure by Dru Tomlin. Decisions teachers make about the physical classroom structure can have a profound effect on building relationships and engaging students.

Course Materials, Reading List, and for Further Research:

2. Association for Middle Level Education (2010). This we believe: Keys to educating young adolescents. Westerville, OH: Author.
5. McEwin, C. K., & Dickinson, T. S. (2012). Value young adolescents: Educators value young adolescents and are prepared to teach them. In This we believe in action: Implementing successful middle level schools (pp. 7-15).
## Middle Level Teacher Interview Question Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory 1</th>
<th>Developing-2</th>
<th>Proficient-3</th>
<th>Exemplary-4</th>
<th>Score</th>
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<tr>
<td><strong>Greeting</strong></td>
<td>The applicant demonstrated unacceptable behavior and language. He/she was unfriendly and not courteous.</td>
<td>The applicant used typical behavior and language – did not modify behavior to fit the interview. He/she attempted to be courteous to all in interview setting but was not totally convincing.</td>
<td>The applicant demonstrated acceptable behavior, well mannered, professionalism. He/she was courteous to all in interview.</td>
<td>The applicant demonstrated professional behavior and language (handshake, “hello”, “thank you”, eye contact, etc.). He/she was convincingly and courteously to all involved in interview.</td>
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<td><strong>Communication</strong></td>
<td>The applicant did not clearly communicate or provide concrete examples.</td>
<td>The applicant clearly communicated a broad idea, but the response lacks specifics.</td>
<td>The applicant communicated with clarity and gave some examples (concrete and abstract).</td>
<td>The applicant effectively communicated with individuals about his or her passion for and dedication to the profession using examples.</td>
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<tr>
<td><strong>Body Language</strong></td>
<td>The applicant fidgeted – ex. constant movement of hands and feet. He/she lacked eye contact or was slouching constantly.</td>
<td>The applicant fidgeted – ex. movement of hands and feet frequently. There was intermittent eye contact and/or occasional slouching.</td>
<td>The applicant displayed minimal fidgeting (ex. occasionally shifting). There was occasional loss of eye contact and/or brief slouching.</td>
<td>The applicant displayed on fidgeting, made eye contact, and sat straight in the chair.</td>
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<tr>
<td>Responding to Questions</td>
<td>The applicant responded with Inappropriate answers to questions and/or did not attempt to answer questions</td>
<td>The applicant gave responses which were not appropriate for middle school students and/or attempted to respond to questions.</td>
<td>The applicant’s answers were acceptable and accurate. They would make sense in a middle level classroom. He/she answered questions, but left room for improvement.</td>
<td>The applicant provided thorough answers to questions. The responses were creative and innovative and would make sense in a middle level classroom. They reflected best middle level practices.</td>
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<td>Would you hire this individual to teach your own middle level child?</td>
<td>No way!</td>
<td>He/she might be OK if no one else was available.</td>
<td>The individual seemed to be getting it together, and may eventually learn, but not yet. It would be OK to give him/her a try.</td>
<td>I would be totally excited to have this individual be my child’s teacher. He/she demonstrated a caring and ability to be positive in a classroom beyond my expectations.</td>
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