WILMINGTON UNIVERSITY  
COLLEGE OF EDUCATION  
BASIC COURSE INFORMATION

COURSE NUMBER: MAS 7701  
COURSE TITLE: Classroom Culture and Student Behavior  
COURSE CREDIT: 3 Credit  

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>35</td>
<td>5</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

The College of Education conceptual framework includes an emphasis on adjusting and adapting teaching methodologies in a contextually appropriate and sensitive manner and subsequent reflection upon teaching and learning. All courses reflect the conceptual framework.

COLLEGE OF EDUCATION PROGRAM ATTRIBUTES

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

- Master knowledge-based course content;
- View yourself as a teacher and learner, deconstructing inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
- Remain attentive to contextual and cultural sensitivity;
- Engage in authentic participation, collegiality, and collaboration;
- Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
- Participate in an ongoing, developmental sequence of learning activities that support continuous improvement, experimentation and professional growth;
- Become involved in learning experiences that are standards driven, and;
- Utilize technology effectively.

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Activities/Assignments may vary due to edition changes and/or Adjunct Faculty preferences.

College of Education  
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**INTASC Standards**

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. The teacher understands knowledge of effective verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.

7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. The teacher is a reflective practitioner who continually evaluates the effects of h/er choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

**I. COURSE DESCRIPTION**

This course is an in-depth study of practical techniques applied by teachers to deal effectively with 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 resolved by teachers in the same way. In this course, teacher candidates will learn about reasons for misbehavior and about several discipline models or options that can be applied by teachers when students misbehave.

II. PROGRAM COMPETENCIES

As a candidate in this course, you will be expected to demonstrate mastery of the following program competencies: (Note: Program Competencies, Learning Outcomes, and Activities/Assignments included in this syllabus comprise the minimum to be covered in this course. However, additional program competencies, Learning Outcomes, and Activities/Assignments may be added at the discretion of the faculty member.)

Competency #1: Create learning experiences that make content meaningful to students, while reflecting an understanding of the core concepts and structure of education.

INTASC #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Learning Outcomes: Candidates will:
1.1 Demonstrate an understanding of the meaning of poverty and illustrate how this information can affect them in the classroom.
1.2 Demonstrate how to obtain input from the students in order to meet their needs and expectations.
1.3 Demonstrate knowledge of the change process especially in how it impacts classroom improvement.

Activities/Assignments: Candidates will:
1.1 Explore the official definition of poverty and discuss how the 14 hidden rules of poverty affect the classroom.
1.2 Work on the School Inventory Activity in order to obtain feedback and input from young people.

Competency #2: Provide learning opportunities that support the intellectual, social, emotional and physical development of students based upon an understanding of childhood development and learning.
INTASC #2 - The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

**Learning Outcomes: Candidates will:**
2.1 Understand how the diverse theories of discipline are based upon their knowledge of child development.
2.2 Know, understand, and use basic counseling principles – the teacher as a counselor model.

**Activities/Assignments: Candidates will:**
2.1 Familiarize themselves with the ten INTASC recommendations as well as the four components of Danielson’s framework.
2.2 Role play a counseling skit.

**Competency #3:** Adapt instruction for diverse learners based upon and understanding of how students differ.

INTASC #3 - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Learning Outcomes: Candidates will:**
3.1 Demonstrate their knowledge of diverse cultures which will enable them to work effectively with all students.
3.2 Recognize the advantages of cooperative placements and inclusion for students with special needs.

**Activities/Assignments: Candidates will:**
3.1 Illustrate how they will address the twelve techniques for meeting the needs of recently arrived immigrant students.
3.2 Through discussion, show how diverse aspects of the principles of discipline assist in meeting the needs of students with disabilities.

**Competency #4:** Demonstrate proficiency in oral and written communication.

INTASC #6 - The teacher understands knowledge of effective verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive
interaction in the classroom.

Learning Outcomes: Candidates will:
4.1 Demonstrate proficiency in oral communication through classroom activities.
4.2 Demonstrate proficiency and clarify in written communication appropriate to the expectations of the teaching profession.
4.3 Understand the pros and cons of the communication process.

Activities/Assignments: Candidates will:
4.1 Participate in discussions based upon diverse classroom activities.
4.2 Explain their viewpoints through effective written communications.
4.3 Brainstorm some main ideas to use in the designing of their own web page as a means of communicating with parents.
4.4 Take part in role playing the communication puzzle.

Competency #5: Create a learning environment that fosters active engagement, self-motivation and social interaction by understanding individual and group behavior.

INTASC #5 - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Learning Outcomes: Candidates will:
5.1 Understand how teachers greatly influence their students, both positively and at times negatively.
5.2 Understand how students learn in a cooperative manner.
5.3 Understand how the physical environment impacts classroom discipline.

Activities/Assignments: Candidates will:
5.1 Define the following terms: behavior, misbehavior and classroom misbehavior.
5.2 In cooperative groups determine the seriousness of diverse types of behavior.
5.3 In groups list the nine basic principles to be utilized when dealing with students.
5.4 Discuss in groups and/or utilizing cooperative learning work, on numerous hands-on activities.
**Competency #6:** Design instruction based upon knowledge of the disciplines, students, the community and Common Core State Standards to demonstrate knowledge of instructional planning.

**INTASC #7** - The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

### Learning Outcomes: Candidates will:

- **6.1** Know and understand how the knowledge of the Teacher Expectation for Student Achievement (TESA) characteristics needs to be present in one’s daily lessons.
- **6.2** Demonstrate the connection between a low incidence of misbehavior and a lesson which contains relevant material delivered enthusiastically by an informed teacher.

### Activities/Assignments: Candidates will:

- **6.1** Read a brief summary/explanation of Dr. Sam Kerman’s TESA characteristics.
- **6.2** Through discussion show the connection between these characteristics and a successful classroom atmosphere.

**Competency #7:** Apply a variety of instructional approaches that promote student thinking, understanding and application of knowledge.

**INTASC #4** - The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

### Learning Outcomes: Candidates will:

- **7.1** Understand how the diverse theories of learning apply to the real world of today’s classroom.
- **7.2** Demonstrate the comparison of diverse discipline strategies utilized in today’s classroom.
- **7.3** Illustrate how one would apply student self analysis regarding assignments.

### Activities/Assignments: Candidates will:

- **7.1** Read and study the theories of the pioneers of classroom discipline.
- **7.2** Read and study the theories of those currently in the field.
- **7.3** Examine diverse techniques to assist parents regarding their child’s assignments.

**Competency #8:** Use multiple assessment strategies for the continuous development of students.
INTASC #8 - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Learning Outcomes: Candidates will:
8.1 Understand and apply knowledge of classroom performance assessment.

Activities/Assignments: Candidates will:
8.1 Assess diverse approaches to utilize to meet the needs of African Americans, American Indians, Asians and Latino/Hispanic students.
8.2 Conduct a course assessment.

Competency #9: Pursue opportunities to improve teaching and thereby enhance professional growth.

INTASC #9 - The teacher is a reflective practitioner who continually evaluates the effects of h/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Learning Outcomes: Candidates will:
9.1 Demonstrate knowledge of the forces which make demands upon the teacher.
9.2 Identify and pursue opportunities to improve knowledge of skills aimed at maintaining good discipline and classroom management.

Activities/Assignments: Candidates will:
9.1 Work on a composite which examines the forces which make demands upon the teacher.
9.2 Conduct a self-assessment exercise utilizing the instrument provided for this purpose.

Competency #10: Collaborate with colleagues, parents/guardians and other members of the community to support student learning and well-being, and demonstrate knowledge of the role of the school in the community.

INTASC #10 - The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.
Learning Outcomes: Candidates will:
10.1 Demonstrate an understanding of how professionals in the field, as well as members of the community, view the role of the teacher in today’s society.
10.2 Know, understand, and use the skills needed to conduct a meaningful parental conference.

Activities/Assignments: Candidates will:
10.1 Conduct an interview with a professional in the field utilizing a given questionnaire.
10.2 Role play diverse scenarios of parental conferences.

Competency 11: Use educational technology as an instructional and management tool.

Learning Outcomes: Candidates will:
11.1 Know, understand, and use knowledge of ways in which to engage students in the utilization of computer technology to access information, participate in research, and develop written reports.
11.2 Demonstrate knowledge of utilizing technology as a research tool.

Activities/Assignments: Candidates will:
11.1 Plan and discuss and plan the designing of their own web page.
11.2 Utilize the Internet as part of addressing diverse assignments and activities.

Competency 12: Understand and maintain standards of professional conduct guided by legal and ethical principles.

Learning Outcomes: Candidates will:
12.1 Demonstrate the understanding of what being a professional really means.
12.2 Demonstrate the professional aspect in the use of discipline in the classroom.

Activities/Assignments: Candidates will:
12.1 Discuss the importance of conducting oneself in a professional manner at all times.
12.2 Illustrate how diverse segments of the theories of discipline are linked with professionalism.

Competency 13: Exhibit enthusiasm, vigor, strength of inner self, humor, fairness, and concern for students.
Learning Outcomes: Candidates will:
13.1 Demonstrate knowledge of ways in which to be successful in the classroom.
13.2 Display knowledge of the importance of generating enthusiasm, vigor, strength, fairness, and concern for others, as well as a sense of humor.
13.3 Describe ways for creating a pleasant and productive atmosphere for a parent conference.

Activities/Assignments: Candidates will:
13.1 Design a “catch them being good” note to be mailed home.
13.2 Formulate a plan of action involving the change process.
13.3 Study the do’s and don’ts for a successful parental conference.
13.4 Role play a scenario of a parental conference.

Competency 14: Obtain and retain successful employment in the profession of education

Learning Outcomes: Candidates will:
14.1 Know, understand, and use knowledge of effective techniques to utilize in a classroom setting - skills that will lead prospective employers to employ their services in a school.

Activities/Assignments: Candidates will:
14.1 Conduct a course analysis and provide recommendations.
14.2 Illustrate how their activities will better prepare future teachers for a successful career.

III. ATTENDANCE POLICY

Wilmington University Policy:
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.

College of Education Policy:
“The educational process is a delicate one about which we know little, but it surely thrives on participation, enthusiasm, and responsibility.” Barker, R.

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College of Education Policy:
In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be 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. It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignment.

IV. STRUCTURED EXTERNAL ASSIGNMENT

Teacher candidates will formalize a personal system of discipline which is based upon sound educational principles. The plan must be based upon the advocated principles determined by INTASC, Praxis and Danielson. The plan should also address how one intends to implement such in a middle or high school classroom.

The major part of this course will consist in formalizing your personal system of discipline. On week six you will need to have submitted a personalized plan indicating concrete steps which you will take. In other words, for each of the indicators selected, (please select three from each principle) state what you intend to do in your class to address them. A good way to do this is to start with the phrase “I will…” or “I intend to…” etc. following the quoted theory. e. g.:

**good environment for learning**
Fredric Jones tells us that the goal of discipline is for students to assume responsibility for their actions. Linda Albert also tells us that it is okay to make mistakes. “The fear of making mistakes undermines students’ sense of capability, and when they are fearful, many stop trying.” In my classroom therefore, I will encourage attempts at new material assisting them in their effort while not giving them the answers. I will show them how to discover these for themselves.

**compatibility with students’ nature, needs, interest, and preferences**
Glasser tells us that “all human behavior is purposeful.” Therefore I will make a determined effort to get to know my students ASAP by means of an initial ice breaker, as well as by
having each one write a 1-page autobiography.

**sense of community**
Redd and Wattenberg’s model stresses that people in groups behave differently than they do individually. Therefore I will begin by teaching them techniques on how to work cooperatively (in groups). I will stress respect for one another during these activities.

**student knowledge of expectations**
Curwin and Mendler tell us that students misbehave when they have lost all hope of encountering anything worthwhile in school. I will therefore make sure that I show the connection between the lesson and real world experience (relevancy).

NOTE: Although 4 indicators are used to illustrate this sample, only three are required for each principle.
CECRAM DATA COLLECTION AND ANALYSIS

COURSE: MAS 7701

TITLE: Classroom Culture and Student Behavior

PROGRAM COMPETENCY: 7: Apply a variety of instructional approaches that promote student thinking, understanding and application of knowledge.

STRUCTURED EXTERNAL ASSIGNMENT: Teacher candidates will formalize a personal system of discipline which is based upon sound educational principles. The plan must be based upon the advocated principles determined by INTASC, Praxis and Danielson. The plan should also address how one intends to implement such in a middle or high school classroom.

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<th>1 Unsatisfactory</th>
<th>2 Needs Improvement</th>
<th>3 Below Target</th>
<th>4 Acceptable (Target)</th>
<th>5 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Content</td>
<td>the components are either missing or need extensive reworking very shallow; unclear; nearly impossible to follow the plan of action; incomplete; connection between educational theory and practice is non existent</td>
<td>one component is either missing or needs extensive reworking sketchy details, lacks depth; difficult to follow the plan of action parts are missing; need more information; connection between theory and practice is unclear</td>
<td>all components are present, but two of these need additional work somewhat unclear, incomplete; difficult to follow the plan of action; needs more/better information; connection between theory and practice is sketchy</td>
<td>all components are present, but assignment needs work, or needs to be longer; shows a fair understanding of assignment; plan of action is not clear or lacks depth; connection between theory and practice is not always clear</td>
<td>contains all the components: theoretical sources, clear plan of action, understanding of the principles and their indicators; plan is very beneficial, shows in-depth knowledge of assignment; can readily be used in a classroom; connection between theory and practice is very evident</td>
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<tr>
<td><strong>2.0 Reflection</strong></td>
<td>very little correlation between plan and the classroom; details are missing; little or no organization; makes little sense; plan is unrealistic; little or no research done on the educational sources</td>
<td>difficult to follow the sequence of the plan; poor correlation between the theories and the classroom; parts are missing; classroom implementation is not realistic nor practical; little research done on the educational sources</td>
<td>additional work is needed in detailing the plan of action; correlation between theory and the classroom is somewhat vague; details are somewhat confusing; classroom implementation is not always realistic nor practical; sources are sketchy</td>
<td>details are somewhat clear and laid out; plan is fairly easy to follow – but could stand some improvements; correlation between the educational theories and the classroom is somewhat clear; classroom implementation is somewhat realistic and practical; sources are fairly well researched</td>
<td>details are very clear and well laid out; plan is easy to follow; there is an excellent correlation between the educational theories and classroom application; classroom implementation is realistic and practical; educational sources are well researched</td>
</tr>
</tbody>
</table>

| **3.0 Grammar/Spelling Legibility** | grammar and spelling error abound – e.g. capitalization, spelling, punctuation, verb/subject agreement, awkward sentences, etc. Nearly impossible to read; handwritten | very frequent grammar and spelling errors; several awkward sentences, etc. handwritten and/or very difficult to read | more than an average of one error per page has several flaws; poor quality of print | averaging one error per page; report has flaws in its work processing/type format; somewhat clean and neat; fairly eye appealing | all spelling and grammar are correct; there are no run-on sentences or awkward phrasing word processed or typed; clean and neat; eye appealing |

| **4.0 Format** | the principles are really not addressed; indicators are not properly addressed in terms of theory and plan of action; the plan of action is either missing or unclear for most indicators; the product does not resemble the sample provided; the assignment was submitted more than a week late | two or more principles are not properly addressed; the indicators are not properly addressed (theory and plan of action); the plan of action is unclear or missing for several indicators; the product looks very little like the sample provided; the assignment is a week late | one principle is not properly addressed; three or more indicators are not properly addressed; the plan of action is not clear for two or three indicators; the finished product does not always resemble the sample provided; the assignment is more than 2 days late | all principles are addressed; one or two indicators lack depth or proper addressing; the plan of action is clear for all but one indicator; the finished product somewhat follows the sample provided; the assignment is 1 or 2 days late | proper number of indicators selected for each principle; all five principles are adequately addressed; a clear plan of action is found for each indicator; finished product follows the format provided in the sample given; the assignment was submitted on time |

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Total Points: ____________ Grade: ____________
## Delaware Professional Teaching Standards

<table>
<thead>
<tr>
<th>Standard #1</th>
<th>Content Knowledge</th>
<th>The teacher understands the core concepts and structure(s) of the discipline(s) and their related content standards and creates learning experiences that make the content meaningful to students.</th>
</tr>
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<tr>
<td>Standard #2</td>
<td>Human Development and Learning</td>
<td>The teacher understands how children develop and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of each learner.</td>
</tr>
<tr>
<td>Standard #3</td>
<td>Diverse Learners</td>
<td>The teacher understands how students differ and adapts instruction for diverse learners.</td>
</tr>
<tr>
<td>Standard #4</td>
<td>Communication</td>
<td>The teacher understands and uses effective communication.</td>
</tr>
<tr>
<td>Standard #5</td>
<td>Learning Environment</td>
<td>The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.</td>
</tr>
<tr>
<td>Standard #6</td>
<td>Planning for Instruction</td>
<td>The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and Delaware’s student content standards.</td>
</tr>
<tr>
<td>Standard #7</td>
<td>Instructional Strategies</td>
<td>The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding, and application of knowledge.</td>
</tr>
<tr>
<td>Standard #8</td>
<td>Assessment</td>
<td>The teacher understands multiple assessment strategies and uses them for the continuous development of students.</td>
</tr>
<tr>
<td>Standard #9</td>
<td>Professional Growth</td>
<td>The teacher understands the importance of continuous learning and pursues opportunities to improve teaching.</td>
</tr>
<tr>
<td>Standard #10</td>
<td>Professional Relationships</td>
<td>The teacher understands the role of the school in the community and collaborates with colleagues, parents/guardians, and other members of the community to support student learning and well-being.</td>
</tr>
<tr>
<td>Standard #11</td>
<td>Educational Technology</td>
<td>The teacher understands the role of educational technology in learning and uses educational technology as an instructional and management tool.</td>
</tr>
<tr>
<td>Standard #12</td>
<td>Professional Conduct</td>
<td>The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.</td>
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