

**PRE 712 Beyond Curriculum:
Classroom Management, Counseling, and Consultation
University of Kansas**

**Thursday (8-10:50)
Lawrence Campus JRP 201**

**Friday (9-11:50)
Edwards Campus Regents Center 108**

Instructor: Tamara C. Mikinski, Ph.D.
Office/Hours: 638 Joseph R. Pearson/By appt.
Phone: 913-345-0060 ext. 105
Email: mikinski@ku.edu
Strengths: **Input*Positivity*Learner***
Maximizer*Relator

Thursday GTA Clare McGinness
Office/Hours: By appointment
Email: clareku@ku.edu
Friday GTA: Chris Niileksela
Office/Hours: By appt.
Email: chrisn@ku.edu

Course Description:

Development of classroom skills that serve to promote healthy student behavior and optimal academic performance. Serves to promote teacher practice characterized by a preventative approach to classroom management and by effective communication with students, parents/guardians, and other professionals. Prerequisite: Successful completion of student teaching.

The course aligns with the primary mission of the School of Education that is to prepare leaders in education and human services fields. As stated in the School Code: “Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.” The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

Course Objectives (Consistent with Professional Education Standard #5: The educator 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):

Knowledge

1. The educator uses knowledge about human motivation and behavior drawn from the foundational science of psychology to develop strategies for organizing and supporting individual and group work.
2. The educator understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
3. The educator recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help all students become self-motivated.

Performance

1. The educator creates a smoothly functioning learning community in which all students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
2. The educator organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of all students in productive tasks.
3. The educator maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to goals.
4. The educator helps the group to develop shared values and expectations for student interaction, academic discussion, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
5. The educator analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

Required Text: Liesveld, R., & Miller, J. A. (2005). *Teach with your strengths: How great teachers inspire their students*. New York: Gallup Press. **This book is referred to as “TWYS” on syllabus.**

Additional Readings: Additional readings are required. Most of the additional readings are available on Blackboard as PDFs; a few will be handed out in class.

Course Requirements: Following are the general requirements of the course, although some modifications may occur. Your grade in this course will be based on the percentage of points received out of a total possible of 200 points and determined by your performance in the following areas:

1. **Active Participation.** Your active participation in class (which includes attendance, keeping up with the readings and activities, and your contribution to class and Blackboard discussions) will comprise a portion of your grade. It will be essential that you come to class prepared and willing to actively participate, think critically, and support each other. You are allowed one absence and then each absence thereafter will result in a loss of 5 participation points. **(35 pts total)**
2. **Personal Mini-Experiments.** You are required to complete six activities and complete/submit brief write-ups detailing your experiences or make submissions onto Blackboard **(90 pts total; 15 pts per activity/1-2 page write-up -- 12pt, Times New Roman):**

PHASE ONE – September 2 through October 17

PME#1: Each week of your student teaching experience **beginning September 2, 2008**, you will complete the brief Student Teaching Confidence Questionnaire and submit your responses to your TA via Blackboard. You will also briefly submit a journal entry to your TA via Blackboard with responses to the following three questions. 1) **What am I *thinking* that seems to be contributing to this level of confidence?** 2) **What might be some alternative thoughts which might help boost my confidence?** 3) **What can I DO to boost my confidence?**

PME#2: Identify classroom management challenges that you either observe or experience during your student teaching experience. Submit **ONE per week** via Blackboard to your TA with **NO IDENTIFYING INFORMATION related to the student or teacher involved!** We will use some

of these as scenarios to discuss in class when we reconvene in October. They may be brief submissions – a couple of sentences up to a paragraph. *Examples: How do I achieve a quiet classroom during silent reading? Or How do I motivate tenth graders in the weights rotation during P.E. and keep them from congregating and gossiping? Or What do I do if I suspect a student might be coming to class drunk or high?* **Be prepared to share your cooperating teacher’s advice on how to handle the challenge.**

PME#3: During the month of September, read the textbook, Teach with your strengths and take the Clifton StrengthsFinder. Your personal access code and the web address may be found inside the front cover. Please share your Top 5 Talent Themes with your advisor/mentor/supervising teacher and ask them how you can best use these talents to build relationships with students, motivate students, and manage classrooms. Add these comments to your own ideas about how your talents work for you in the classroom. Summarize your approach to teaching with your strengths in the brief write-up.

PHASE TWO – October 23 – December 5

PME#4: Select one of the two options – 1) Please reflect on your student teaching experience and on your attempts to modify/manage the behavior of one of your students. Describe the student using a pseudonym, his/her behavior, and your attempts to shape the student’s behavior. Detail what you would do differently if given the chance. 2) Identify one student mental health issue you were exposed to during student teaching which you will further research. Write up a two page summary concerning this issue with your target teaching population. *Examples: Teenage depression, Attention Deficit Disorder, etc.*

PME#5: Find and summarize one article that addresses reducing bias in classroom management practices. In addition to submitting the summary, please share the article/summary with one fellow teacher.

PME#6: Contact a favorite K-12 teacher (post thank you note?) and ask them to describe their attempts to “catch students doing something right” and/or discuss the effectiveness of such management practice. Based on the discussion, write about three “positive discipline” strategies that you may try in your own practice.

- 3. Classroom Management Plan.** Please outline a classroom management plan that you could implement and evaluate during your next teaching experience. Be sure to address (1) your use of your talents/strengths, (2) the basic principles that guide your practice, and (3) the strategies that may limit bias in your practice and direct attention to positive behavior. Submit your plan to a senior colleague one week before the due date and ask for a review of the effectiveness and feasibility of the plan. **(75 points total/7-page write-up plus one paragraph review and one paragraph rejoinder -- 12pt, Times New Roman)**

Grading Scale:

93-100%	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	60-66	D
87-89	B+	73-76	C	59 & Below	F
83-86	B	70-72	C-		

****Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate this educational opportunity. You may also want to contact KU Student Disability Services.

Personal Responsibility: If you are absent, it is your responsibility to get the information you missed from a classmate. All assignments are to be turned in on their due date. **Late assignments will not be accepted unless a dire emergency exists.** Under such circumstances, please notify me as soon as possible and be prepared to show documentation as appropriate.

Classroom Behavior: If your cell phone rings, your neighbor answers it. No web surfing! If you are found to be surfing the web during class you will automatically lose 10 participation points. Consider it a professional courtesy. Teacher to teacher. I expect you make weekly contributions to the course, but not to the point that it limits the involvement of fellow students. I will do my best to respect your time by being punctual with class beginnings/endings.

Paper Format: All assignments, except for those submitted on Blackboard must be written in APA style. They must be turned in *typed, double-spaced, using 12-point font* (Times New Roman). Margins should be standard size (one inch on all sides). Papers more than one page long **must be stapled**. Grammar, spelling, and punctuation will count toward your paper grades, so be sure to edit carefully. If you need extra assistance with writing, help is available from the KU Writing Center.

Academic Misconduct: In the case of academic misconduct, which includes but is not limited to cheating, fabrication and falsification, plagiarism, or facilitating academic misconduct, it is my policy to give a failing grade for the assignment/activity in question. Additionally, the student's overall course grade will be lowered by *at least* one letter grade based on the particular assignment and infraction.

Course Calendar (Phase Two very much subject to change)

August 21/22, 2008	Introductions and Course Overview	
Week of August 25-29	Adjustment Week to Student Teaching	
Week of September 1	Begin Phase One Assignments	
PHASE TWO		
October 23/24, 2008	Teaching with Your Strengths Engaging Students	<i>TWYS</i> (2005) Snyder et al. (2000) PME#3 Due
October 30/31, 2008	Classroom Mgmt: General Principles	Goodman/Pendergrass (1977) Martin (2004) Emmer/Stough (2001) PME#4 Due
November 7/8, 2008	Classroom Mgmt in a Diverse World	Bullara (1993) PME#5 Due
November 13/14, 2008	Positive Discipline	Embry (2002) Tankersley (1995) PME#6 Due
November 20/21, 2008	Listening and Consultation Skills	TBA
November 27/28, 2008	Thanksgiving Break	
December 4/5, 2008	Classroom Mgmt in a Hi-Tech World Toward Healthy Schools	Stewart et al. (2004) Edwards et al. (2007)
December 11/12, 2008	Stop Day	CM Plan Due

Personal Mini-Experiment Report Rubric

Background of the Personal Mini-Experiment (PME)

- | | |
|---|---|
| A rich picture of the PME is presented that includes a clear description of the activity that you completed. | 4 |
| A sketchy picture of the PME is presented. The picture provides some of the details that characterize your PME. | 3 |
| The description of the PME includes only basic information. | 2 |

Results of the PME

- | | |
|---|---|
| Findings are presented and interpreted in a straightforward, comprehensive manner. Findings are contextualized in related theory and/or research. | 4 |
| A sketchy picture of the PME findings is provided and there is little mention of associated theory and/or research. | 3 |
| Little information about the findings is provided. | 2 |

Reactions to the Results of the PME

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|---|---|
| Reaction statements attempt to critically examine how the findings relate to your teaching practice. | 4 |
| Reaction statements describe the implications of the findings but do not relate them to your teaching practice. | 3 |
| Reaction statements make only passing mention of application or implications. | 2 |

Professional Writing

- | | |
|---|---|
| Writing is clear, well-organized, and jargon free. | 3 |
| Writing is somewhat clear but lacks good organization and flow. | 2 |