

School of Extended Education***Course Syllabus******Time to Teach: Evidence Based Classroom Management an Audio Seminar Course*****Course Numbers:** EDDU 9256**Course Title:** Time To Teach: Evidence Based Classroom Management an Audio Seminar Course**Course Description**

Time to Teach: Evidence Based Classroom Management an Audio Seminar Course 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 the Time To Teach Audio Course. (2) Research using the Time to Teach Encouragement, Empowerment, and Excellence in Every Classroom book© (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 semester hour of graduate level professional development 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
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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.; Hyatt, J. *Time To Teach: Encouragement, Empowerment, and Excellence in Every Classroom AUDIOBOOK*. The Center For Teacher Effectiveness (2007).

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

Course Representative Works Consulted

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

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

Listen to and read: Time To Teach: Encouragement, Empowerment, and Excellence in Every Classroom Book and AUDIOBOOK.

Component II – Application and Practicum

Course Requirements

1. Listen to the entire seminar book.
2. Develop 3 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. *If not currently in a classroom setting, refer to: <http://www.brandman.edu/program/provider-partners> (FAQs).*
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

Develop different types of activities; only one teach-to activity is permitted

5. The report must include one **Title Page** with your name, address (for sending your grade), Brandman ID # and course number (refer to confirmation email), 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.). **Be sure to indicate “Audio Seminar” on the title page.**
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 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.

- Participants will be mailed a confirmation of enrollment with Brandman Student ID.
- Coursework is due 6 months from the date of the seminar with no extensions.
- The name and address of your grader can be found on our website by locating the appropriate syllabus under CTE / Time to Teach on this page: <http://www.brandman.edu/program/provider-partners>.

This completes the course requirements for one credit

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 Audio Seminar and Practicum

Name:	Seminar Title: EDDU 9256 Time to Teach: Evidence Based Classroom Management an Audio Seminar
Address:	
	Grader:
Date:	No. of Graduate Level Professional Dvpt. Credits: 1

COMPONENTS	Pts.	COMPONENTS	Pts.
Title Page (0-2 points)		Self-Evaluation (0-2 Points)	
2 - Includes all information described in report requirements 1 - Most information included; seminar summary missing 0 - Information missing or inaccurate		2 - Includes detailed, thorough self-evaluation of strengths and weaknesses and makes suggestions for improvement 1 - Self evaluation is present but requires more detail 0 - Self evaluation is absent	
Activity Description (0-4 points)		Quality of Overall Paper (0-2 points)	
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 standards 0 - All descriptions are incomplete or poor		2 - Professional presentation, graduate quality, with subheadings, correct format, grammar, punctuation and spelling 1 - Good presentation; but contained format, grammar, spelling and punctuation errors, and/or less than required length 0 - Paper was not graduate quality: it contained multiple format, grammar, spelling and punctuation errors, and/or was significantly less than the required length	
Learning Objectives (0-3 points)		Documentation (0-3 points)	
3 - Goals and objectives based on student learning, written clearly and specifically for each activity/project 2 - Goals and objectives stated in general or vague terms 1 - Goals and objectives not included with every activity or project 0 - Goals and objectives not included at all		3 - Clear examples of documentation for every activity/project are attached 2 - Examples of documentation for 2 out of 3 activities attached 1 - Examples of documentation for 1 activity/project is attached 0 - No examples of documentation are attached	
Appropriateness of Activities for Targeted Students (0-1 point)		Subtotal	
1 - Activities appropriate for grade and ability levels 0 - Activities inappropriate or targeted students not defined		TOTAL POINTS	
Correlation of Activities to the Seminar (0-1 point)		GRADE	
1 - All activities correlated to seminar topic 0 - Correlation of activities to seminar was unclear			
Student Evaluation and Assessment (0-2 points)		Grade Scale: A = 20 - 18, B = 17 - 16, C = 15 - 14 No Pass = 13 - Below	
2 - Provides thorough evaluation of the students' learning experience; describes assessment methods in detail Assessment relates clearly to learning objectives; samples are included as appropriate 1 - Evaluation and assessment methods are not detailed and/or do not correlate with objectives 0 - Evaluation and assessment methods are not present in all activities or are too general and vague		Questions? 800-632-0094 K12@brandman.edu	
Subtotal			
Comments:			

Office Use Only: Brandman ID Number:



CHAPMAN UNIVERSITY SYSTEM

TIME TO TEACH Audio Seminar 1 credit

EDDU 9256

**Evidence Based classroom Management an Audio Seminar
Course**

IMPORTANT NOTICE ABOUT GRADING

You must send your completed coursework directly to your assigned grader
DO NOT send your completed coursework to Brandman University

1. The syllabus and rubric may be found on our website under CTE:
www.brandman.edu/program/provider-partners
2. Note the number of credits you are earning on the title page at the bottom right-hand-side.
3. Complete your coursework according to the requirements and mail to the address below. NOTE: Time Extensions are not permissible.
4. Be sure to keep a copy of your completed Assignment.
5. Include your **Brandman Student ID number and course number on the title page** (refer to the confirmation email). **Also indicate "Audio Seminar" on the title page.**
6. Please assume that your coursework has been received. Email your grader only if you have not received your grade within 4 weeks
7. ******Send by regular mail only! Graders are unable to sign for coursework.** **** View USPS services for [mailing suggestions](http://www.usps.com/prices/extra-services-prices.htm) not requiring signature <http://www.usps.com/prices/extra-services-prices.htm>

Grading may take up to 4 weeks. Please allow extra time during the summer when grading is busiest.



Refer to FAQs **www.brandman.edu/program/provider-partners** for additional information.

Phone 800-632-0094 or email K12@brandman.edu

After your grade is posted, you will be mailed a grade rubric with letter grade and feedback from your grader.

To Order a Transcript: **www.brandman.edu/extended-education/student-resources**

Mail Your Completed Coursework to:

Grader: Chris Merino (Mr.) (merino@brandman.edu)
Mailing Address: P.O. BOX 3570
Tustin, CA 92781