

Cover Sheet: Request 15248

EDG 4xxx Rethinking Discipline and Classroom Management

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Alyson Adams adamsa@coe.ufl.edu
Created	8/28/2020 3:59:57 PM
Updated	10/23/2020 1:30:46 AM
Description of request	This is a new course request as part of the redesigned Elementary Education major

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Teaching and Learning 18050000	Ester De Jong		8/30/2020
No document changes					
College	Approved	COE - College of Education	Nancy Waldron	New course for Elementary Education major curriculum modification - Request number 15257	10/23/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/23/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15248

Info

Request: EDG 4xxx Rethinking Discipline and Classroom Management

Description of request: This is a new course request as part of the redesigned Elementary Education major

Submitter: Alyson Adams adamsa@coe.ufl.edu

Created: 9/18/2020 3:38:04 PM

Form version: 4

Responses

Recommended Prefix EDG

Course Level 4

Course Number xxx

Category of Instruction Advanced

Lab Code None

Course Title Rethinking Discipline and Classroom Management

Transcript Title Rethinking Discipline and Mgmt

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Exploring classroom management as it currently exists in schools, developing the skills to work within this system while simultaneously challenging and disrupting common practices that have adversely affected many school children including Black and Brown students, students whose first language is not English, immigrant students, students with ability differences, LGBTQ students, and students who live in poverty.

Prerequisites Elementary Education major EED_BAE

Co-requisites N/A

Rationale and Placement in Curriculum We are requesting a series of new courses for our redesigned BAE Elementary Education major. We have redesigned the program to be completed in four years, eliminating the masters degree year of the old program. This change required reconceptualization of several courses to meet all the requirements for Florida Department of Education certification in a four-year program. This course will be required for all Elementary Education majors and will cover the important concept of culturally responsive classroom management.

Course Objectives Upon successful completion of this course, students will be able to:

Describe and problematize the relationship between schools and behavior.

Develop and apply a plan for classroom procedures and expectations.

Compare Restorative Practices to other forms of classroom management.

Describe the components of a Multi-Tiered System of Supports (MTSS).

Apply the Florida MTSS Planning/Problem Solving Process to an individualized behavioral intervention plan.

Course Textbook(s) and/or Other Assigned Reading Shalaby, C. (2017). Troublemakers: Lessons in freedom from young children at school. New York, NY: The New Press.

Smith, D., Fisher, D., & Frey, N. (2015). Better than carrots or sticks: Restorative practices for positive classroom management. Alexandria, VA: ASCD.

McCart, A., & Miller, D. (2020). Leading equity-based MTSS for all students. Thousand Oaks, CA: Corwin.

Weekly Schedule of Topics	Week	Topic
	1	Behavior in School and Classrooms
	2	Centering Students at school and in classrooms
	3	Troublemakers on being out-standing and pigeonholed
	4	Troublemakers on being willful and good
	5	Learning from “troublemakers”
	6	Restorative Practices: An Overview
	7	Restorative Practices: Setting the Stage
	8	Restorative Practices: Circles
	9	Restorative Practices: Community
	10	Restorative Practices: Classrooms
	11	Overview of MTSS
	12	Universal/Core Instruction MTSS
	13	Behavioral Interventions T2/3 MTSS
	14	Academic Interventions T2/3 MTSS
	15	Problem Solving/ MTSS
	16	Troublemakers, Restorative Practices, and MTSS in action

Grading Scheme Assignments and Grading Scheme

Observing "troublemakers" (20 pts; 20% of final grade)
Restorative practices (20 pts; 20% of final grade)
MTSS Interventions (20 pts; 20% of final grade)
Classroom Procedures & Expectations (40 pts; 40% of final grade)

Observing “Troublemakers”: During your internship this fall you will be working in a classroom in which you will have the opportunity to observe a “troublemaker” and analyze the student’s behavior within the context of the classroom/school environment. Your observations will be structured to explore the student’s identity as a “troublemaker.” Your observation should include details about the dynamic of child and teacher, child and other children, and child and classroom expectations. You will submit a 2-3-page analysis and reflection based on your observation field notes. Additional details on this assignment will be included in class and a grading rubric will be provided online. This assignment is worth 20 points (20% of the final grade).

Restorative Practices

Drawing on your observations and experiences in the field, as well as your own personal experiences with K-12 school discipline, you will create a graphic organizer (e.g., Venn Diagram) of the ways in which restorative practices are similar to traditional behavior management approaches and ways in which they are different. You will share your graphic organizers in small-group discussions in class. Your graphic organizer will be graded using a rubric provided in class. This assignment is worth 20 points (20% of the final grade).

MTSS Interventions:

You will be provided a selection of case studies describing students who are positioned as not meeting Tier 1 academic or behavior standards. Using the Florida MTSS Planning/Problem Solving Process, you will design and present an intervention plan. This plan will be shared in class and graded using a rubric provided by the instructor. This assignment is worth 20 points (20% of the final grade).

Classroom Procedures and Expectations Presentation:

Drawing on knowledge of CLSP/UDL, students will design and develop a plan to articulate their classroom procedures and expectations related to behavior. This plan will include the classroom procedures and a script for communicating the expectations to parents or caregivers at an event such as meet-the parent night or another beginning of the school year event. Students will present their plans to receive feedback from their peers prior to submitting their final versions. This assignment will be graded using a rubric provided by the instructor. This assignment is worth 40 points (40% of the final grade).

Final course grades will be assigned using the following scale:

93-100 Points Earned (A)

90-92 Points Earned(A-)

87- 89 Points Earned (B+)

83-86 Points Earned (B)

80—82 Points Earned (B-)

77-79 Points Earned (C+)

73-76 Points Earned (C)

70 – 72 Points Earned (C-)

67-69 Points Earned (D+)

63-66 Points Earned (D)

60 – 62 Points Earned (D-)

0-59 Points Earned (E)

Instructor(s) Dr. Vicki Vescio

Attendance & Make-up Yes

Accomodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes