



**BRANDMAN**  
University Chapman University  
System

**Brandman University: A Division of Chapman University System  
Extended Education Program**

*Course Syllabus*  
*Time to Teach: Evidence Based Classroom  
Management for the 21<sup>st</sup> Century*

**Course Number:** EDDU 9012

**Course Title:** Time To Teach: Evidence Based Classroom Management for the 21st Century

**Course Description**

*Time to Teach: Evidence Based Classroom Management for the 21st Century* 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 a certified trainer. (2) Research using the Time to Teach Resource Manual© (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, 3 semester hours of graduate level credit will be awarded. These credits are professional development units that are not part of a degree program; instead, these credits 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, a division 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 Page 1

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

### Course Representative Works Consulted

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

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 (6 hours)**

Attend a six-hour training from a certified trainer.

#### **Component 2 – Application and Practicum (9 hours)**

Course Instructions for Practicum

1. Attend and participate in the entire seminar.
2. Develop **three** practical activities based on the seminar presentation. The three 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. Refer to [www.brandman.edu/k-12](http://www.brandman.edu/k-12) (FAQs) if not currently in a classroom setting.
4. Complete a written report that describes each activity. **Each activity must be at least one full page** (not including documentation), typed and single-spaced. No group reports are permitted.
5. The report must include a **Title Page** with your name, address (for sending your grade), Brandman ID # (refer to confirmation letter), 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.).
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.

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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 development 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 the 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.

### Component 3 – Research (30 hours)

*Using the Time to Teach Resource Manual do the following:*

Number each writing assignment 1 – 10, in the same order as the syllabus

1. Read pages 63 -67. Explain the need for effective classroom management training.  
(One-page, single spaced)
2. Read pages 68 -70. Summarize the five core beliefs of Time to Teach.  
(One-page, single spaced)
3. Read pages 78 – 95. Explain the importance of each of the following: (1) Seating Arrangement, (2) Lighting, (3) Color, (4) Scent, (5) Music.  
(One-page, single spaced)
4. Read pages 99 – 106. Compare and contrast the different teaching styles.  
(One-page, single spaced)
5. Read pages 108 – 117. Identify and explain 10 ways to develop good rapport with students. (One-page, single spaced)
6. Read pages 134 – 141. Explain the rationale and steps for doing a “Teach-To.”  
(One-page, single spaced)
7. Read pages 145 – 155. List the four “diffusers. Give an example of how to use one of these. List and explain four early intervention strategies.  
(One-page, single spaced)
8. Read pages 27 – 34. Explain the steps for using “Refocus.”  
(One-page, single spaced)
9. Read pages 158 – 164. Explain the steps for responding to an emergency situation.  
(One-page, single spaced)
10. Read pages 180 – 194. Explain how you would develop a school-wide discipline management plan. (One-page, single spaced)

### **Submitting Completed Coursework for Grading**

The registration form for college credit will be passed out at the conclusion of the seminar. We will submit the registration form to Brandman University on your behalf. Once your registration is processed, you will receive a confirmation of enrollment letter, your Brandman ID #, and the name and address of your grader. Send your coursework to that address. ***Do not send coursework to Brandman University or CTE.*** Grading takes approximately 4 weeks.

A copy of your seminar attendance certificate must be included with your coursework to be accepted for grading.

The final coursework is due (postmarked) six months from the date of the seminar with no extensions. Your coursework will not be returned to you. Please make a copy of all coursework before submitting it for grading. You will receive a letter grade by mail.