

THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE
FACULTY SENATE

Senate Document Number SD0721F

Date of Senate Approval 11/04/2021

Statement of Faculty Senate Action:

APC Document 6 (EDUC): **Change the title and description for EDUC 325,
Classroom Management and Instructional Differentiation to
Classroom Assessment and Instructional Differentiation (3)**

Effective Date: Fall 2022

1. Delete: On page 131, the entry for **EDUC 325, Classroom Management and Instructional Differentiation, K-6:**

325 Classroom Management and Instructional Differentiation, K-6 (3)

A study of classroom logistics for the elementary school teacher including classroom management strategies; special needs and differentiation; and positive, effective interactions with families and school and community personnel. Field experience required. Pre- or corequisites: EDUC 210, 211. Fall.

Add: On page 131, **EDUC 325, Classroom Assessment and Instructional Differentiation, K-6:**

325 Classroom Assessment and Instructional Differentiation, K-6 (3)

A study of classroom logistics for the elementary school teacher including assessment strategies; special needs and differentiation; and positive, effective interactions with families and school and community personnel. Field experience required. Pre- or corequisites: EDUC 210, 211. Fall.

Impact: There will be no impact on faculty loads or required student credit hours with this proposal since EDUC 325 is already a required course for the K-6 licensure program. There will be an impact on how EDUC 325 is taught. Kim Brown created the course, and has been the sole instructor for many years. Kim is also the program coordinator for the K-6 licensure program and the writer of this proposal. Kim understands the necessary teaching changes for EDUC 325 and devised the plans for the changes to the course, and can easily implement these changes as a faculty member with extensive experience and a research specialty in K-6 assessment and instructional differentiation. Karen Cole has been the longstanding instructor of the iteration of EDUC 430 offered for K-6 candidates and EDUC 439. Kim and Karen have worked together to decide upon the changes mentioned in the rationale that will be brought about in EDUC 430 and EDUC 439 with the passage of this proposal. Karen has extensive experience in teaching classroom management pedagogical strategies, and can easily and effectively teach these topics in EDUC 430.

Rationale: Last year a proposal was approved that provided for a major overhaul of the K-6 licensure program and some changes to courses that are required in all licensure programs, and those changes are in

effect this year. Every licensure program requires an EDUC 43X course, and the specific course for K-6 is EDUC 439, Elementary and Special Education Teaching methods. Additionally, every licensure program requires EDUC 430, Lesson Planning and Classroom Management. Both of these courses are part of licensure students' capstone semester, which occurs the semester immediately prior to student teaching. With last year's approved proposal, all of the EDUC 43X courses moved from being 2-hour to 3-hour courses. This opened up space for some of the EDUC 430 topics to move to the EDUC 43X courses and be covered in a more in-depth manner as needed for each particular licensure area.

Extensive published data shows that classroom management is almost universally the area in which new teachers and their supervisors feel new teachers struggle the most. Additionally, the Department of Education conducts a formal Exit Survey with each graduating class of students as a means for collecting data to assist department faculty with continuous improvement of programs. Exit Survey results from K-6 students has consistently shown that candidates felt that more classroom management instruction should occur during the capstone semester. The reason for their feedback is that students are placed for a field experience in EDUC 439 in the same classroom in which they will student teach the following semester, and because of this they are provided with opportunities to try different methodologies and even make changes to the classroom as they practice their teaching and management skills in the EDUC 439 required field experience. Extensive instruction in classroom management has been being conducted in EDUC 325, so the topic was covered to a much lesser extent in EDUC 439. However, the EDUC 325 field experience could not include students practicing classroom management skills, because it is not possible for students to make their own decisions about implementing classroom management strategies in a mid-level course where the field experience is shorter and the students do not have the involvement level necessary to establish relationships in the classroom and effectively implement the typical classroom management strategies. Therefore, the teaching of the typical classroom management strategies in EDUC 325 was more theoretical.

This proposal seeks to move the teaching of the classroom management topics out of EDUC 325. Extensive teaching of classroom management strategies is already being conducted in this year's iteration of EDUC 439. With this instructional change, students are being provided with an authentic opportunity to practice and hone typical classroom management skills in EDUC 439. As a result, space can now be opened in EDUC 325 for more assessment and instructional differentiation topics to be explored in a more in-depth and hands-on manner. This is a much-needed change since assessment requirements for K-6 teachers have increased significantly over the past few years, as has the requirement for teachers to interpret assessment results and use the results to provide differentiated, individualized instruction – and all of these are topics covered in EDUC 325. Learning losses for K-12 students due to the pandemic have made these teacher skills even more important than ever, and we wish for our students to be as prepared as possible for effective K-6 teaching. Hence, we wish to implement these changes to mirror the realities of the K-6 classroom.