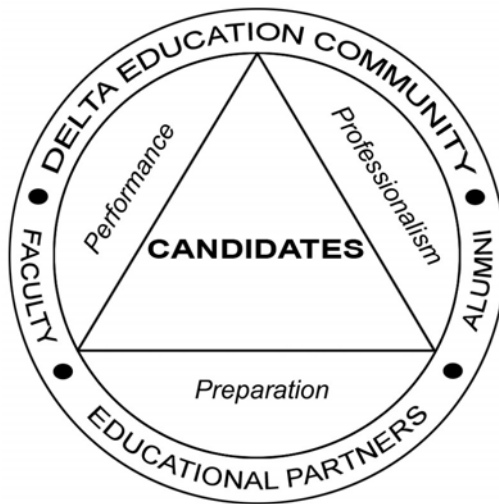


Delta State University
Division of Teacher Education, Leadership, & Research
Elementary Education Program
Course Syllabus

- I. Course Designation: CEL/CUR 611 Classroom Management**
A study of effective techniques for management and discipline in the classroom setting. Emphasis placed on current research and literature. 3
- II. Conceptual Framework**

DELTA P³ MODEL



Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the greater Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)

4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs and services. (GP5)

III. General Course Goals/Objectives

Candidates will understand and demonstrate a systematic body of knowledge and skills to develop and sustain a classroom management plan.

IV. Subject Matter/Content to be considered in the course.

A. Primary Texts and Resources

Manning, M. L. & Bucher, K. T. (2013). *Classroom management: Models, Applications, and Cases (3rd ed.)*. Upper Saddle River, NJ: Pearson Education,

B. Content Topics

The purpose of this course is to ensure that candidates develop a repertoire of non-coercive research-based management strategies to meet the learning needs of students with divergent learning styles, developmental characteristics and socioeconomic backgrounds.

C. Technology Statement

Candidates will use a variety of technology resources as teaching and learning tools. They will critique various Web sites, use PowerPoint, and the Internet. They will also use a word processor to complete major writing assignments and will use a webcam and microphone for online class meetings.

D. Diversity Statement

Diversity Proficiencies Expected of all Candidates

1. The development of the capacity to function within diverse settings with students and colleagues of varying backgrounds, ethnicities, capabilities, and beliefs (CF 1, 3; DRS 7.1/8.1; 7.3/8)
2. The ability to identify contextual factors that may influence student learning (CF 2, 3, 4; DRS 7.3/8.3)
3. The establishment of a classroom and school climate that celebrates diversity (CF 2, 3, 4; DRS 7.1/8.1; 7.2/8.2; 7.3/8.3)
4. The ability to differentiate instruction and experiences based on individual needs (CF 2, 3, 4, 5; DRS 7.1/8.1, 7.3/8.3)
5. The ability to group for instruction for a variety of purposes related to the diverse needs of learners (CF 3, 4; DRS 7.1/8.1, 7.3/8.3)

6. The ability to use appropriate assessment strategies to identify the diverse needs of learners (CF 3, 4; DRS 7.2/8.2)

*CF = Delta P³ Model; DRS = Dispositions Rating Scale

V. Specific Course Objectives

Candidates will be able to:

1. demonstrate knowledge of the various facets of classroom management. (GP 1-4; NBPTS (M) 1, 3, 4, 5, 10, 11; NBPTS (E) 2, 3, 5, 6,9; ACEI 1, 3.1, 3.2, 3.3, 3.4, 5.1,5.2,5.3, 5.4; INTASC 2, 3, 5)*
 - 1.1 Demonstrate understanding of classroom management research
 - 1.2 Demonstrate understanding of classroom management strategies that are appropriate for diverse learners to include ELLs, students identified with special needs, and racial and ethnic minorities
 - 1.3 Research and discuss classroom management strategies appropriate for use in the elementary and middle school.
 - 1.4 Review exceptional classroom management websites and journal articles.
2. articulate a personal management plan that includes strategies for managing students with language differences, racial and ethnic minorities, and students from low socioeconomic backgrounds . (GP 1-3; NBPTS (M) 3, 5, 10, 11; NBPTS (E) 1, 2, 3, 4, 5, 9 ; ACEI 5.1,5.2)
3. assess dimensions of content, conduct, and context management strategies. (GP 1-4; NBPTS (M) 1, 2, 3, 4, 5, 6, 7, 8; NBPTS (E) 1, 2, 3, 4, 5, 6, 7, 9; ACEI 1, 3.1-3.4, 4)
 - 3.1 Respond to case studies that apply appropriate classroom management strategies and techniques.
 - 3.2 Apply classroom management tips and reflect and share the outcomes.
4. utilize effective positive reinforcement strategies and motivational strategies for a diverse population of learners, including ELL, and students with varied ethnic and socioeconomic backgrounds. (GP 1-3; NBPTS (M) 1, 3, 4, 6, 8, 9, 10; NBPTS (E) 1, 2, 3, 4, 5, 6, 7, 9; ACEI 3.2)
5. implement techniques for working with diverse communities (e.g. parents, agencies) in promoting positive management of students. (GP 1-3; NBPTS (M) 9; NBPTS (E) 7, 8; ACEI 5.4)
6. identify models and strategies for promoting student self discipline and independent learning by analyzing and discussing various textbook theories of classroom management. (GP 1, 2; NBPTS (M) 1, 3, 6, 8, 9; NBPTS (E) 1, 6, 7; ACEI

1,2.8,3.1,3.2)

7. identify the implications of legal aspects of the teacher-student relationship.
(GP 1 , 2; NBPTS (M) 3, 5, 9, 10; NBPTS (E) 7, 8, 9; ACEI 2.8,5.1)

7.1 Explain the rights and responsibilities needed to live and learn in a democratic society to ensure traditionally disenfranchised populations receive appropriate instruction and treatment

7.2 Practice professional ethics by modeling acceptable standards

* GP = Delta State College of Education Conceptual Framework Guiding Principles, NBPTS = National Board of Professional Teaching Standards, ACEI = Association for Childhood Education International

VI. Following are the Major Course Activities, Calendar, Evaluation Methods, Grading Scale, General Information, Bibliography, and Modules 1 - 4

Unit 1: Introduction to Classroom Management	
August 19- September 6	<p>August 19, The Concept of Classroom Management (Chapter 1) August 26, Safe Classrooms and Safe Schools (Chapter 2) September 2, Foundations of Classroom Management: Skinner, Redl and Wattenberg, Glasser, Gordon, and Ginott (Chapter 3)</p> <p><i>Module 1 Assignment due by Sunday, September 6, 11:30 p.m.</i></p>
Unit 2: Understanding Classroom Management Models I (Chapters 4 - 7)	
September 8- October 5	<p>September 9, Behavioral Approaches to Classroom Management (Chapter 4) September 16 Ecological Approaches to Classroom Management (Chapter 5) September 23, Self-Regulating Approaches to Classroom Management (Chapter 6) September 30, Process-Outcomes Approaches to Classroom Management (Chapter 7).</p> <p><i>Module 2 Assignment due by Sunday, October 5, 11:30 p.m.</i></p> <p><i>Midterm Examination will be from 5:00 pm October 4 until 1:30 p.m. October 5</i></p>
Unit 3: Understanding Classroom Management Models II (Chapters 8 - 10)	
October 6-26	<p>October 7, Supportive Approaches to Classroom Management (Chapter 8) October 14, Community Approaches to Classroom Management (Chapter 9) October 21, Whole-School Approaches to Classroom Management (Chapter 10)</p> <p><i>Module 3 Assignment due by October 26, 11:30 p.m.</i></p>
Unit 4: Toward a Personal Classroom Management Plan (Chapters 11 - 14)	
October 27 – November 27	<p>October 28, Classroom Management in Inclusive Settings (Chapter 11) November 3, Cultural and Gender Diversity and Classroom Management (Chapter 12) November 10, Developing Your Personal Classroom Management Philosophy (Chapter 13) November 17, Applying a Management Philosophy in Your Classroom (Chapter 14)</p> <p><i>Unit 4 Assignment due by Friday, December 6, 11:30 p.m.</i></p>

December 12 - 16	The Final Exam (Chapters 8 - 14) will be available from 8:00 a.m. on Monday, December 9, through 11:30 p.m. on Wednesday, December 11 , via the Canvas Assessments function.

VII. Methods of Instruction

The course is presented entirely online via Canvas. The instructional methods used to accomplish the goals and learner outcomes include class discussion, Power Points, and outside readings. Assignments are posted and submitted via Canvas.

VIII. Evaluation Methods

Discussion Participation - 70 points

Candidates will participate in fourteen discussions. For each discussion, a candidate must respond to the prompt or the response of another student. Each response must be in the form of at least one well developed paragraph and is worth five points

Unit 1 Assignment -100 points

Unit 2 Assignment - 74 points

Unit 3 Assignment - 82 points

Unit 4 Assignment - 103 points

Candidates will complete four unit assignments. Each will contain activities that reinforce and extend information from the text. See the course calendar in the syllabus for Unit Assignment due dates. The Unit Assignments and supplementary information may be found in the Unit folder on the home page.

Mid-Term Exam - 70 points

Final Exam – 70 points

Two examinations will be given. Both exams will cover information from the text as well as information from the Modules and other related materials. The Mid-term Exam will focus on content from Chapters 1 – 7, while the Final Exam will mainly focus on content from Chapters 8 - 14, but will also cover important material from the previous chapters. The exams will contain multiple choice and items. The exams will be administered in the Assessments function found on Canvas. See the course calendar in the syllabus for the dates of each exam. Each exam will be available for two hours once a candidate has logged in. If a candidate logs out before finishing an exam, he/she will not be allowed to re-enter the exam.

Total points.....569 points

Grading Scale:

535 - 569 = A
478 - 534 = B
421 - 477 = C
364 - 420 = D
0 - 363 = F

Based on the Following Scale:

94 - 100 = A
84 - 93 = B
74 - 83 = C
65 - 73 = D
0 - 64 = F

Scoring Guide

A (94-100)

On-topic, accurate, and comprehensive
Well-organized
Almost no grammatical, spelling, or punctuation errors

B (84-93)

Most information is on-topic, accurate, and comprehensive
Adequately organized
A few grammatical, spelling, and/or punctuation errors

C (74-83)

Much is off-topic, many lapses in accuracy and/or development of content
Some instances of disorganization
Several grammatical, spelling, and/or punctuation errors

D (65-73)

Content is off-topic, inaccurate, and/or under-developed
Many instances of disorganization
Errors in grammar, spelling, and/or punctuation sprinkled throughout

F (0-64)

Content is off-topic, inaccurate, and/or underdeveloped
Complete disorganization
Many errors in grammar, spelling, and/or punctuation. Poor work

PLEASE NOTE THAT ALL WORK IS EXPECTED TO BE OF GRADUATE- LEVEL QUALITY BOTH IN APPEARANCE AND IN THE LEVEL OF THINKING AND WRITING USED. ALL WRITTEN WORK TURNED IN FOR A GRADE WILL BE EVALUATED FOR CONTENT AND FOR MECHANICS OF WRITING.

IX. General Course Information

**Division of Teacher Education
Ewing 389, Phone 662-846-4370**

Contact with Instructor. Candidates should communicate with the online instructor via Canvas email. The instructor will check his/her email once on Monday, Wednesday, and Friday and will respond to candidate communications. The instructor will notify students when he/she may be out-of-town and unable to check email.

Library. Requirements for courses include activities, projects, and/or papers where use of the University library is essential. The DSU Library provides online access to the library catalogue and online databases.

Course Deadlines. Failure to meet a course deadline for submitting projects, activities, and/or papers will result in a grade penalty, unless there are extenuating circumstances. At the discretion of the instructor, for each late project, activity, or paper, the grade can be lowered by as much as one letter. Incompletes will not be given except for extenuating circumstances determined by the instructor and with prior approval of the division chair. For a grade of I, the instructor has the prerogative to reduce the final course credit grade by one letter. Please refer to the university policy on grades in the *DSU Bulletin*.

A course grade of F is automatically given when more than 25 percent of the course assignments fail to be submitted.

Examinations. Students are expected to take examinations at the scheduled times, unless there are extenuating circumstances. The instructor must approval all delays prior to the examination date.

Academic Grievance. Please see the *DSU Bulletin* for the University policy on student academic grievances.

Student Work. Student work may be posted for accreditation purposes; if you choose to have your work excluded, you must inform your instructor in writing before mid-term.

Cheating and Plagiarism. Cheating and plagiarism will not be tolerated. University policy will be followed, according to current catalog issues, and procedures specific to the Division will be enforced consistently across programs. The DSU plagiarism prevention guide may be found at <http://www/pages/1268.asp>. Candidates are responsible for understanding the contents of the DSU plagiarism guide. **All work is expected to original to the student and this course.**

Accountability for Individual Work. Unless otherwise directed, all papers and assignments are to represent the individual student's efforts. Students submitting a personal assignment that represents the collaborative works of others or the work of another individual will not be given credit for the assignment. If the offense constitutes cheating or plagiarism, university policy will be followed.

Bibliography

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- Anderson, M. (2011). The leap into 4th grade. *Educational Leadership*, 68 (7), 32-36
- Charles, C. M. (2005). *Building classroom discipline* (8th ed.). Boston: Pearson, Inc.
- Evertson, C. M., & Emmer, E. T. (2013). *Classroom Management for Elementary Teachers*. Upper Saddle River, NJ: Pearson Education, Inc.
- Evertson, C. M. & Emmer, E. T. (2013). *Classroom Management for Middle and High School Teachers*. Upper Saddle River, NJ: Pearson Education, Inc.
- Evertson, C. M., & Weinstein, C. S. (Eds.). (2006). *Handbook of classroom management: Research, practice, and contemporary issues*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Hardin, C. J. (2004). *Effective classroom management*. Upper Saddle River, NJ: Pearson Education, Inc.
- Kellough, R. (2001). *Surviving your first year of teaching*. Upper Saddle River, NJ: Prentice-Hall, Inc.
- Veverka, J. (2011). Make your classroom run like a well-oiled machine. *Journal of Adventist Education* 73, 59-62.
- Zehr, M. (2011) A progressive approach to discipline. *Education Week*, 30 (22), 12-13.

X. Disabilities Statement and Policy

Accommodation of Disabilities. It is the responsibility of students who have professionally diagnosed disabilities to notify the instructor so that necessary and/or appropriate modifications can be made to meet any special learning needs. Students are also directed to contact the Disability Director for the University who will coordinate the accommodations process.

Module 1 Assignment: Introduction to Classroom Management (Chapter 1, 2, and 3)

Introduction: This unit is designed to introduce concepts and theories related to classroom management. As you read and explore each, reflect and make connections to your teaching practice. Chapters 1, 2, and 3 should be read as reference to the study.

Point values for each item are stated beside the item. Excessive grammar, punctuation, spelling, and composition errors will result in a reduction of points for the Unit Assignment. Failure to submit the assignment by the due date may result in a point reduction equivalent to a letter grade reduction.

I. Vocabulary

Directions: In your own words, fully define each term/concept and provide an example from the real world of education, preferably your school setting. In responding, type the term/concept and the definition and example. (2 points each, for a total of 10 points)

1. Manning and Bucher's definition of classroom management
2. The 3 Cs of classroom management
3. The effect of student diversity on classroom management
4. The effect of inclusion on classroom management
5. Safe Schools Movement

II. Case Study – Understanding Differences and Avoiding Stereotypes

Directions: Read the case study and answer the questions.

Central Middle School (CMS) is located in a suburban area in a Southern state. The community in which the school is found has experienced major growth during the past 15 years and continues to grow. The school's current student population is 60% White, 30% African American, and 10% Hispanic. Some students are English language learners; 35% of the students receive free or reduced lunches; 6% of the student body receives special interventions to assist them in improving their academic and/or behavioral skills.

Mr. Henry, a 7th grade science teacher, has taught at CMS for many years and has seen the community grow from a small town to a suburb of a major city. During a recent faculty discussion on student diversity and classroom management, Mr. Henry stated, "The most effective classroom management strategy is to treat all students the same. There are too many intracultural and individual differences for educators to base management strategies on these differences."

Questions: Respond to each of the following items in a well-developed paragraph. Number each response. (5 points each, for a total of 15 points)

1. Many authorities in classroom management disagree with Mr. Henry. With whom do you agree, Mr. Henry or those experts who disagree? Explain your answer.
2. How can a teacher respond to cultural preferences and not create stereotypes?
3. Select one of the following types of student diversity: cultural, gender, linguistic, socioeconomic, developmental, or disability. According to the text, what differences and perspectives related to this type of student diversity should a teacher take into consideration when developing a classroom management plan?

III. Classroom Observations

Directions: Observe two teacher's classroom management plan. These classrooms may be in your school and/or another school. One of the classrooms should be the same grade and/or subject area that you teach. The other classroom should be a different grade and/or subject area from what you teach. Each classroom visit should last long enough to view the beginning and ending of a lesson. Interview the teacher, if necessary.

For each visit, complete a summary of what was observed by addressing the following points. (5 points per item, for a total of 20 points per observation; total points = 40 for both observations)

1. Identify the grade and subject area observed, the name of the school at which the observation was completed, and the day and time during which the observation was completed.
2. In a well-developed paragraph, use Manning and Bucher's definition of classroom management and the 3 Cs of Classroom Management to explain the teacher's classroom management plan. Be sure to state whether the teacher's whole school uses the same classroom management model.
3. In a well-developed paragraph, describe one aspect of the teacher's classroom management plan that you do not currently use, but could use in your classroom.
4. In a well-developed paragraph, identify, in your opinion, the weakest aspect of the teacher's classroom management plan and explain how you would strengthen that aspect.

IV. Personal Classroom Management Plan

Directions: Explain your personal classroom management plan by responding to each of the following items in a brief paragraph. Use Manning and Bucher's definition of classroom management to guide your thinking. (In the final unit to be completed in CEL 611, you will be asked to review and revise this plan. Your points for this project will be given in Unit 4)

1. What behavior do you expect from your students? How do you convey this to your students?
 2. Before school begins each year, what planning and organizing do you complete to support effective classroom management?
 3. How do you arrange your classroom to enhance learning and teaching and support effective classroom management?
 4. What rules do you have at the beginning of the school year? Do you ask for student input for all, some, or none of the rules? Explain your rationale on student input.
 5. What do you do when a student breaks a rule? Is there a hierarchy of consequences?
 6. What strategies do you use to motivate students? Do you rely on intrinsic motivation, extrinsic motivation, or a combination of the two?
 7. What routines and procedures do you use (i.e., beginning class, ending class, distributing materials, collecting materials and assignments, assigning student helpers)?
 8. What teaching strategies do you use? How do these support appropriate student behavior and engagement in the learning process?
 9. How do you address student cultural and individual differences as related to classroom management and learning?
 10. What techniques do you use to work with the community (e.g., parents and other caregivers, community agencies) in promoting positive classroom management?
- (The personal classroom management plan was adapted from Activity 15-4, found on page 278 of the 2nd edition of the Manning and Bucher text.)

V. Foundational Theorists

Directions: In a paragraph, describe the essential concepts upon which each of the following theories is based. Use your own words to provide the description. (5 points each, for a total of 20 points)

1. B.F. Skinner's theory of behavior modification
2. Redl's and Wattenberg's theories
3. Glasser's Choice Theory
4. Gordon's Teacher Effectiveness Training

V. Professional Readings and Exploration

After viewing each of the websites below, select the three that you believe will be of greatest benefit to you and write a two to three page summary/critique of each. (15 P0ints)

www.answers.com/topic/classroom-management.com

www.colorado.edu/cspv/index.html

www.tip.psychology.org/skinner.html

www.wglasser.com

www.gordantraining.com

www.betweenparentandchild.com

Module 2: Understanding Classroom Management Models (Chapters 4-7)

Introduction: This unit is designed to study the work of Lee and Marlene Canter, Rudolf Dreikurs, Jacob Kounin, and Barbara Coloroso. As you read and explore each, reflect and make connection to your teaching practice. Chapters 4-7 should be read as reference to the study.

Point values for each item are stated beside the item. Excessive grammar, punctuation, spelling, and composition errors will result in a reduction of points for the Unit 2 assignments. Failure to submit the assignment by the due date may result in a point reduction equivalent to a letter grade.

THE DUE DATE FOR THIS ASSIGNMENT MAY BE FOUND ON THE COURSE CALENDAR IN THE SYLLABUS. THE ASSIGNMENT SHOULD BE SUBMITTED AS ONE DOCUMENT VIA THE CANVAS ASSIGNMENTS LINK.

I. Vocabulary

Directions: In your own words, fully define each term/concept and provide an example from the real world of education, preferably your school setting. In responding, type the term/concept and the definition and example. (2 points each, for a total of 14 points)

1. Assertive style (Canter and Canter)
2. Discipline hierarchy (Canter and Canter)
3. Mistaken goals (Dreikurs)
4. Logical consequences (Dreikurs)
5. Encouragement vs. praise (Dreikurs)
6. Withitness (Kounin)
7. Desists (Kounin)
8. Group focus (Kounin)
9. Inner Discipline (Coloroso)
10. Positive Classroom Management (Jones)

II. Questions and Assignments (5 points each, for a total of 20 points)

1. Review the information in the Vocabulary section above. Then compare and contrast the theories:

- a. Assertive Discipline and Inner Discipline
- b. Assertive Discipline and Positive Classroom Management
- c. Assertive Discipline and Kounin's Instructional Management
- d. Democratic Teaching and Congruent Communication
- e. Inner Discipline and Kounin's Instructional Management
- f. Congruent Communication and Kounin's Instructional Management

2. Do you believe that Canters' Assertive Discipline provides "an unduly harsh learning environment" and "devalues self-discipline as an ultimate goal in favor of management of conduct"? Offer a rationale for opinion.

3. Do you prefer using a whole-school management program or developing your own management practice? Provide a rationale for your choice.

4. The text identifies the following as ways in which to implement Dreikurs' Democratic Teaching

- a. Treat students as individuals and treat them with respect.
- b. Develop self-respect.
- c. Model respect by treating students with dignity, friendliness, firmness, and kindness.
- d. Allow student to participating in the making of important class decisions.
- e. Use instructional strategies that meet individual needs and interests.

Describe two other factors or conditions that would support Dreikurs' models.

4. Briefly describe how you have or could implement the following applications of Kounin's theory.

- a. Withitness
- b. Overlapping

c. Desists

d. Group focus

III. Case Study (20 points)

Read the following case study and respond to prompt.

You are the lead teacher at Dahomey Middle School. Your principal has asked you to work with Ms. Janice Brisky, a new teacher hired in October to teach a class of fourth graders who had a long-term substitute teacher for the first months of school. The principal is concerned that the students may be suffering academically. He has provided you with the following information:

- *The students in the class are not bad, in the sense that they do not fight or threaten other, but they display many minor (but still disturbing) behavior problems. They answer out of turn, talk among themselves, fail to complete work in the allotted time, and walk around the room whenever they please.*

Over the past week, you observed in Ms. Brisky's class and then conferenced with her. When she talked about how things were going in her classroom, Ms. Brisky mentioned that her emphasis was on active learning and that she didn't want to appear to be a strict disciplinarian. She stated, "I don't want to keep interrupting my work with one group to deal with behavior problems. The students really aren't 'bad,' so I just ignore things. But sometimes it seems that I have to shout to make myself heard over the constant undercurrent of noise. Maybe I should try some management system, but I don't know where to begin. These, students need support, not discipline."

You have scheduled your next conference with Ms. Brisky for early next week. Now, you are collecting your thoughts about how to help her become a better classroom manager.

Prompt: Choose one of the classroom management models found in Chapters 4-7 of the text.

- Create a bulleted list of suggestions that you will present to Ms. Brisky for improving classroom management when students work in groups. You should provide at least five suggestions.
- Each suggestion should be explained in a well-constructed paragraph.
- As you explain each suggestion, clearly link it to at least one of the theories studied, being sure to credit the theorist (s) for his/their ideas.

(This case study was adapted from the "Chapter 8 Case Study" found on the companion website to the text: <http://wps.prenhall.com/manning>)

IV. Scholarly Reading and Exploration

Directions: Study the material found in each of the links below. Choose *three* of them and write a 2-3 page summary/critique of *each* link. Each critique is worth five points

The homepages for Fredric Jones

www.fredjones.com

www.educationworld.com/a_curr/columnists/jones/jones.shtml

Cooperative Learning

www.context.org/ICLIB/IC18/Johnson.htm

Biography of Carolyn Evertson

<http://peabody.vanderbilt.edu/bio/carolyn-evertson>

Building Community, Day by Day—Teaching Tolerance

<http://www.tolerance.org/exchange/building-community-day-day>

Responsive Classroom Website

www.responsiveclassroom.org/

Module 3: Understanding Classroom Management Models II (Chapters 8-10)

Introduction: This unit is designed to study the work of Curwin and Mendler, Dreikurs, Albert, Garthercoal and Nelson, and Lott and Glenn. As you read and explore each, reflect and make connection to your teaching practice. Chapters 8-10 should be read as reference to the study.

Point values for each item are stated beside the item. Excessive grammar, punctuation, spelling, and composition errors will result in a reduction of points for this assignment. Failure to submit the assignment by the due date may result in a point reduction equivalent to a letter grade.

THE DUE DATE FOR THIS ASSIGNMENT MAY BE FOUND ON THE COURSE CALENDAR. THE ASSIGNMENT SHOULD BE SUBMITTED AS ONE DOCUMENT.

I. Vocabulary

Directions: In your own words, fully define each term/concept and provide an example from the real world of education, preferably your school setting. In responding, type the term/concept and the definition and example. (2 points each, for a total of 12 points)

1. Teaching responsibility versus teaching obedience (Curwin and Mendler)
2. Social contracts (Curwin and Mendler)
3. Democratic Teaching (Dreikus)
4. Judicious Discipline (Gathercoal)
5. Positive Discipline (Nelson, Lott, and Glenn)
6. Cooperative Discipline (Albert)

II. Questions and Assignments (5 points each, for a total of 35 points)

1. Review the information in the Vocabulary section above. Then compare and contrast the theories:
 - a. Social Contract and Positive Classroom Discipline

- b. Cooperative Discipline and Judicious Discipline
 - c. Democratic teaching and Judicious Discipline
2. Define *zero-tolerance policy*. Review the opinions of Curwin and Mendler on this type of policy. Do you agree or disagree with Curwin and Mendler? Explain your response.
 3. Curwin and Mendler believe that teachers should stop doing ineffective things.
 - a. Describe one effective thing you are doing
 - b. Then describe a more effective approach
 - c. Use the Discipline with Dignity model to provide a rationale for using the more effective approach.
 4. Albert states that teachers should use cooperative classroom management.
 - a. What does Albert mean by this statement?
 - b. Give an example of cooperative discipline and explain why it fits Albert's definition.
 5. Explain Judicious Discipline and tell how it might be useful in your classroom?
 6. After studying the classroom management model in this unit, which one most appeals to you? Explain your response

III. Case Study (20 points)

Read the following case study and respond to the prompt.

Dr. Don Davis, assistant principal at Sandy Point Intermediate School, is concerned with the classroom management style of Mrs. Helen Stephens, a veteran teacher. Mrs. Stephens considers herself a master of words, knowing just the right thing to say and just the right time to say it. Her comments to students are often tinged with sarcasm ("John, you are improving. You're up to 55. Who knows, someday you may even pass a test.") Supportive praise is saved for a few favored students, most of whom came from upper-middle class homes. Dr. Davis knows of many disturbing comments, having witnessed several during his classroom observations. He has also received several parent and student complaints. Dr. Davis, with the support of the school principal, has asked for a conference with Mrs. Stephens to discuss the situation.

The conference began as follows:

Dr. Davis: Mrs. Stephens, I asked to meet with you today because I am concerned about the disturbing comments you are making to some students. Several parents have contacted me when their children have come home upset about your comments to them or to other students. I have been aware of these comments since I became the assistant principal last year. The complaints are increasing and this situation must be addressed. The use of sarcasm is inappropriate, as is supportive praise being limited to only a few favored members of the class. I

Believe that you are committed to being an effective teacher and think I can make some suggestions that will improve your effectiveness.

Mrs. Stephens: Dr. Davis, you are young and relatively inexperienced in dealing with intermediate grade children. Your comments are offensive. I am an excellent classroom manager. I send very few students to the office, which makes your job easier. Rather than criticizing me, you should wish that you had more like me. I am a firm disciplinarian. I correct and punish those who misbehave, and reward a few who act appropriately.

Dr. Davis: Mrs. Stephens, I would like to discuss a classroom management model that has met with great success in schools with demographics similar to ours. The superintendent has asked the principal and me to introduce the model to the faculty next month. This model assists teachers and administrators in developing a caring environment in which all students are accepted and supported. I am hoping that you, as the chair of your grade level, will take a lead in learning about this model. It could improve your level of effectiveness in our school.

Mrs. Stephens: Dr. Davis, I don't think that I need to change my classroom management style, but am willing to learn about the model. It could be of help to other, less experienced teachers.

Dr. Davis: Thank you for your cooperation. The model is called _____ (choose one from chapters 8, 9, or 10) and focuses on these concepts:

Prompt: Play the role of Dr. Davis. In Dr. Davis' dialogue, you must address the following:

- Briefly describe the model's key concepts.
- Provide an in-depth discussion of at least two practical applications of the model. Include a discussion of the teacher's role and responsibilities when you discuss the practical applications.
- Explain how this model would be more effective with intermediate school students than the negative style currently used by Mrs. Stephens.

(This case study was adapted from "How Would You React 9-5" found on page 159 of the second edition of Classroom Management by Manning and Bucher)

IV. Scholarly Reading

Directions: Study the material found in each of the links below. Choose *three* of them and write a 2-3 page summary/critique of *each* link.

1. Cooperative Discipline
<http://nathanielsteeves.com/Handout%20on%20Cooperative%20Discipline.pdf>
2. Discipline Associates and the Teacher Learning Center
www.disciplineassociates.com
3. Alfred Adler Institute
www.adlercentre.ca/aai.html
4. Judicious Discipline- an article by Forrest Gathercoal
http://behavioralinstitute.org/uploads/judicious_discipline.pdf
5. Positive Discipline homepage

Module 4: Toward Developing a Classroom Management Plan (Chapters 11-14)

Introduction: This module focuses on managing classes online and in a regular school atmosphere. In addition, it helps you refine your personal classroom management plan. As you read about and explore each of these topics, reflect and make connections to your teaching practice. Chapters 11-14 should be read as reference to the study.

Note: Item 1 in the Questions and Assignments section requires an interview.

Point values for each item are stated beside the item. Excessive grammar, punctuation, spelling, and composition errors will result in a reduction of points for this assignment. Failure to submit the assignment by the due date may result in a point reduction equivalent to a letter grade reduction.

THE DUE DATE FOR THIS ASSIGNMENT MAY BE FOUND ON THE COURSE CALENDAR IN SECTION VI OF THE SYLLABUS. THE ASSIGNMENT SHOULD BE SUBMITTED AS ONE DOCUMENT.

1. Vocabulary

Directions: In your own words, fully define each term/concept and provide an example from the real world of education, preferably your school setting. In responding, type the term/concept and the definition and example. (2 points each, for a total of 8 points)

1. Inclusive Classroom
2. Student Diversity
3. Personal Management Philosophy
4. Classroom Management Plan

II. Questions and Assignments (worth a total of 20 points)

1. Interview a teacher whom you consider an expert as to her/his personal classroom management plan.

a. Summarize the content of the interview. Be sure to identify the setting in which the teacher works (e.g., grade level, subject area(s), geographic location, socioeconomic profile) and how the teacher's plan is influenced by the setting in which he/she works.

b. Identify at least two new ideas related to classroom management that you glean from the interview. Explain how these ideas could be implemented in your classroom with which you are familiar.

III. Case Study (worth 25 points)

Read the following case study and respond to the prompt.

You are the lead teacher at Dahomey Lower Elementary School, which serves grades 4K through 3. The supervisor of instruction in your school district has asked you to present a professional development workshop focused on developing a Personal Classroom Management Plan. All lower elementary teachers in your district will attend the workshop. List and describe five elements of your presentation.

IV. Personal Classroom Management Plan (worth 50 points)

Directions:

A. Choose the one classroom management model studied in CEL 611 that most closely aligns with your beliefs about effective classroom management. Identify the model and the person(s) who developed the model.

B. Review and refine the personal classroom management plan you developed in Unit 1. The questions from the Unit 1 plan are listed below. As you review and refine your original responses, explain how the model chosen in A. above supports your response to each of the 10 questions below.

1. What behavior do you expect from your students? How do you convey this to your students?
2. Before school begins each year, what planning and organizing do you complete to support effective classroom management?
3. How do you arrange your classroom to enhance learning and teaching and support effective classroom management?
4. What rules do you have at the beginning of the school year? Do you ask for student input for all, some, or none of the rules? Explain your rationale on student input.
5. What do you do when a student breaks a rule? Is there a hierarchy of consequences?
6. What strategies do you use to motivate students? Do you rely on intrinsic motivation, extrinsic motivation, or a combination of the two?
7. What routines and procedures do you use (i.e. beginning class, ending class, distributing materials, collecting materials and assignments, assigning student helpers)?
8. What teaching strategies do you use? How do these support appropriate student behavior and engagement in the learning process?
9. How do you address student cultural and individual differences as related to classroom management and learning?
10. What techniques do you use to work with the community (e.g., parents and other caregivers, community agencies) in promoting positive classroom management?

(The personal classroom management plan was adapted from Activity 15-4, found on page 278 of Manning and Buchner's text on Classroom Management, 2nd Edition.

IV. Scholarly Reading and Exploration

Directions: Study the material found in each of the links below. Choose *three* of them and write a 2-3 page summary/critique of *each* link.

Council for Exceptional Children

<http://www.cec.sped.org/>

Learning Disabilities Online

www.ldonline.org

Classroom Diversity Tips

Teachersindex.com/classroomdiversity.html

Diversity in the Classroom

www.azbn.gov/documents/news/Diversity%20In%20The%20Classroom.pdf

The American Federation of Teachers—Discipline and School Safety

www.aft.org/issues/safeschools/schoolsafety

Classroom Management—adapted from Froyen and Iverson

<http://www.intime.uni.edu/model/teacher/teac3summary.html>

Teachnet.com—this site has some excellent management ideas

www.teachnet.com/how-to/manage

A to Z Teacher Tips Classroom Management Behavior

Atozteacherstuff.com/tips/cmanagement.shtml

Discipline by Design

www.honorlevel.com

Harry and Rosemary Wong—Classroom Management

www.classroommanagement.com