



*"Not unto ourselves alone are we born"*

## **Willamette University School of Education**

**Course Title:** EDUC 556 - Classroom Management

**Semester:** Fall 2008

**Cohort:** Aspire 2010

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### **Course Description:**

A study of strategies for creating an optimal learning environment and classroom community. Students will examine ways to promote productive student behavior, integrate motivation and learning strategies to maximize on-task behavior and involve parents in the learning process.

### **Required Textbooks or Readings:**

Marzano, R.J. (2003). *Classroom Management that Works*. Alexandria, VA: ASCD.

### **Relation to Conceptual Framework:**



The Conceptual Framework for the School of Education is represented by the concepts of content knowledge, reflective learning, cultural competence, collaboration and leadership.

This course provides teacher candidates with a variety of models for the implementation of instruction. The course format allows students to experience a number of strategies and methodologies in relationship to the development of humans. Students will be expected to reflect upon their experiences as learners as well as

on the course content and the applicability of their learning to their own professional practice and growth.

In this course, we discuss and practice strategies for creating a classroom climate that promotes the dignity and worth of all students while creating an optimum community for learning.

### **Standards and Assessments:**

The standards used to guide the development and teaching of this course include: Interstate New Teacher Assessment and Support Consortium (INTASC) Principles and TSPC (Teacher Standards and Practices Commission).

<b>INTASC Principle/indicators</b>	<b>TSPC standard and indicators</b>	<b>Course Assignment</b>	<b>Form of Assessment</b>	<b>Critical Assessment (Y/N)</b>
5.14 The candidate understands the principles of effective classroom management and uses a range of strategies to promote positive relationships, cooperation, and purposeful learning (knowledge).	2.2 The candidate can communicate classroom rules and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of student development, and are consistent with laws governing student rights and responsibilities; 2.4 when establishing and maintaining classroom rules and procedures, model appropriate social behavior, and provide meaningful reinforcement when it occurs;	Classroom Management Plan  Classroom Discipline Model Lessons	Rubric  Rubric	<b>Y</b>
5.21 The candidate takes responsibility for establishing a positive climate in the classroom and, as a professional leader, is committed to maintaining such a 'climate' in the school as a whole.	2.1 affirm the dignity and worth of all students and provide the positive support students need to be effective learners;	Classroom Management Plan	Rubric	<b>Y</b>
5.23 The candidate shows that s/he values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning (disposition).	2.7 interact thoughtfully and courteously with students and their parents and resolve conflicts in a professional manner, respecting the cultural context of the community;	Classroom Management Plan  Interview Project	Rubric  Rubric	<b>Y</b>
5.36 The candidate analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and	2.6 monitor student conduct, and take appropriate action when misbehavior occurs; 2.8 use classroom time effectively to provide maximum time for learning;	Classroom Management Plan	Rubric	<b>Y</b>

productive work (skill).	2.9 manage instructional transitions decisively and without loss of instructional time.			
10.34 The candidate demonstrates leadership in establishing positive and cooperative relations with families, community members, and colleagues to support and promote the well-being of students (skill).	2.5 when establishing and maintaining classroom rules and procedures, take into account the influence of physical, social and emotional climates of students' homes and the community on motivation and behavior	Classroom Management Plan  Parent Contact Letter	Rubric  Rubric	Y

**Course Outcomes/Objectives:**

The objectives of this course are to focus on middle and secondary strategies for the classroom:

- observe, analyze, and evaluate a variety of classroom management strategies and systems.
- practice individual and group management motivational strategies which maximize students' on-task behavior.
- develop a classroom management plan consistent with your own philosophy and teaching style.
- create ways to implement parent and community communication and involvement.
- practice, analyze and evaluate a variety of prevention and intervention problem solving methods.
- distinguish elements for creating an optimal classroom environment for learning.
- determine ways to meet students' personal and learning needs and affirm their self images.

**Course Content**

Focuses on developing management plan grounded in theory and practice for elementary to high school level students.

**Assignments**

Classroom Discipline Model Lesson: You and your learning group will be assigned a discipline model to present and illustrate to the class. The presentations will provide a summary and demonstration of the model as well as a discussion of the pros and cons of that particular model.

Interview Project: Explore issues related to classroom management by conducting an interview with either a student or teacher. Interview questions will be informed by the course content and the specific backgrounds/interests of your interview subjects. An analysis of the interview will be submitted in written form as well as presented to the class.

Parent Contact

Write a draft letter of introduction to the parents/guardians of students in a class you will be teaching. Ask your supervising teacher to see an example of letter s/he sends home at the

beginning of the year. Then, write your own letter introducing yourself, your educational philosophy, and your ideas about the courses you will be teaching.

Classroom Management Plan: Develop a plan for how you will guide students to develop self-management skills in your classroom. Refer to researchers (at least one whom you have read about) who have helped shape your plan. Your plan should include:

- classroom, school and community context;
- your philosophy of how student learn;
- your classroom expectations/agreements/routines;
- how you will develop relationships;
- how you will reinforce expectations/agreements/routines;
- how you will follow up with students whose behaviors are inappropriate;
- how you will communicate with and involve parents;
- design of your classroom environment/space.

Your plan is a “work in progress” which will evolve throughout the course as you participate in activities, read and observe in your classroom. This assignment will be your final exam.

Note: This is a cooperative assignment with your Ed Psychology class. For Ed Psych, you will devise your philosophy of how you believe students learn.

**Classroom Mgt. Plan is Critical Assessment for Course (NCATE/TSPC).**

**Grading Policy:**

**Written assignments** are **due** at the beginning of class on the dates due. To receive full credit, please be sure to submit assignments in class on the due date. When you cannot meet an assignment deadline, contact your instructor ahead of time. Otherwise for each day late one grade will be deducted. Each assignment will be evaluated on writing standards also: content indicative of serious thought and reflection; organization and clarity of expression; grammar and writing mechanics. You will want to ensure that you are modeling the standards expected of you as a professional educator.

Discipline Model Presentation	25
Interview Paper	50
Parent Letter	25
Classroom management plan	100
Classroom attendance and participation	<u>75</u>
Total	275

Percentage	Grade
94—100%	A
90—93%	A-
88—89%	B+
84—87%	B
80—83%	B-
78—79%	C+
74—77%	C

70—73%                      C-  
69—0%                        F

You will receive scoring guides and rubrics that include criteria for each major assignment.

Encouraged, but not graded:

- Maintain a Learning Log in which you record classroom management issues as you observe them throughout your school. This log will serve as the basis for your questions and comments during classroom discussions.
- Initiate a resource collection where you begin to gather and organize ideas and materials from which you can draw during student teaching and the remainder of your career. For example, you might include: copies of classroom rules, grading procedures, behavior management techniques, transition ideas, parent communication ideas, community involvement strategies, anticipatory set ideas, bell-work ideas, and ideas for gaining attention.

### **Diversity:**

Students learn and practice strategies respectful of all students, backgrounds and skills. Assignments build on student strengths and strategies to “set students up for success.” The content taught is based on the belief that all students can learn when given the right environment.

### **Course Policies:**

- *Attendance:* You are expected to attend every mandatory class session. If for some reason you cannot attend, you must contact your instructor *before* the class session.
- *Disability Services:* Candidates with special needs or disabilities should notify the Office of Disability and Learning Services. Joanne M. Hill is the Director and her office is located in the Bishop Wellness Center. Phone number is 503-370-6471.
- *APA style:* Please use APA style when citing sources  
\*\*If you need additional support in using APA citation formats:  
[library.willamette.edu/guides/style/apa/](http://library.willamette.edu/guides/style/apa/)  
<http://owl.english.purdue.edu/owl/resource/560/01/>

**Course Content and Calendar:**

<b>Date</b>	<b>Essential Questions / Topics</b>	<b>Assignments &amp; Readings</b>
Monday 9/22 (7-8:50)	<i>What is classroom management? What experiences do I bring to the topic?</i>	<b>D:</b> A personal experience with discipline
Monday 9/29 (7-8:50)	<i>What models of classroom management can influence my practice?</i>	Marzano Ch. 1 Discipline Model Chapter
Monday 10/6 (7-8:50)		Marzano Ch. 3 <b>D:</b> Classroom Discipline Model Lesson <b>D:</b> CMP Introduction
Monday 10/13 (7-8:50)	<i>What rules and procedures will allow me to create an optimal learning environment?</i>	Marzano Ch. 2 & Assignment DeVries (2005) <b>D:</b> CMP 2
Monday 10/20 (7-8:50)	<i>Why are relationships important to classroom management and learning?</i>	Marzano Ch.3 Wolk (2005) <b>D:</b> CMP Part III
Monday 10/27 (7-8:50)		San Antonio (2008) <b>D:</b> Interview project <b>D:</b> CMP 4
Monday 11/3 (7-8:50)	<i>How do I create community in a classroom?</i>	Sapon-Stevin (2008) <b>D:</b> CMP 5
Saturday 11/8 (8-11)	<i>How do I manage collaborative learning situations?</i>	Marzano Ch. 5 Cohen (1998) ?? <b>D:</b> CMP 6
Monday 11/10 (7-8:50)	<i>How do I foster responsibility in my students? How do I work with parents?</i>	Marzano Ch. 6
Monday 11/17 (7-8:50)	<i>How do I get off to a good start?</i>	Marzano Ch. 7 <b>D:</b> CMP 7 <b>D:</b> Parent Contact Letter
Monday 11/24 (7-8:50)	<i>How do I organize my classroom and materials for the best learning environment?</i>	Wong
Monday 12/1 (7-8:50)	<i>How do I manage and grade student work?</i>	<b>D:</b> CMP Part 8 Stiggins (2006) or Winger (2005) or Huhn (2005)
Monday 12/8 (7-8:50)	<i>How does my classroom management fit into the larger school plan?</i>	Marzano Ch. 8 <b>D:</b> CMP 1
Saturday 12/13 (8-11)	<i>What's next?</i>	<b>D:</b> CMP

**Bibliography:**

- Allington, R.L., & McGill-Franzen, A. (1989). Different programs, indifferent instruction. In D.K. Lipksy & A. Gartner (Eds.), *Beyond separate education: Quality education for all* (pp. 75-97). Baltimore, MD: Paul H. Brookes.
- Dweck, C., & J. Bempechet, (1983). Children's theories of intelligence: Consequences for learning. In S. Paris, B. Olson, & H. Stevenson (Eds.), *Learning and motivation in the classroom*. Hillsdale, NJ: Lawrence Erlbaum.
- Gathercoal, F. (2004). *Judicious discipline* (6<sup>th</sup> ed.) Caddo Gap Press.
- Wong, Harry K and Rosemary T., *The first days of school: How to be an effective teacher*, Sunnyvale, CA: Harry K. Wong Pubs., 1998.